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ABSTRACT

Information is provided for individuals wanting to start or improve Alternative Cooperative Programs (ACE). The ACE program model was developed in Colorado to enhance the educational opportunities for special needs youth, maximize their abilities to live independently, and reduce their risk of dropping out. ACE programs serve handicapped and disadvantaged students at different age levels with different occupational needs. Though most ACE programs are at high schools, opportunity schools, and vocational-technical centers, community colleges and other postsecondary institutions are also eligible to apply for funding. The seven elements common to ACE organizational models are vocational assessment, educational planning, career and guidance advising, occupational experiences, transitional services, curriculum, and advisory committees. Chapter 1 describes the design of the manual; traces the evolution of ACE; offers advice on starting an ACE program, including information on relevant legislation; and presents guidance on needs assessment, long-range planning, and program evaluation. Chapter 2 provides guidelines for establishing assessment and advising programs; the educational planning process; for-credit occupational experiences; job development; and transition services to help students move from high school to postsecondary training and from home to more independent settings. Chapter 3 focuses on the ACE curriculum, including information on designing curricula, curriculum models, suggested program competencies, instructional methods, curriculum activities, and lesson planning. Finally, chapter 4 lists resources available to ACE coordinators, including information on individuals, agencies, and special programs. Appendixes provide a variety of forms, surveys, checklists, fact sheets, and other pertinent information. (JMC)

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TRANSITION FROM SCHOOL TO WORK:

The Alternative Cooperative Education (ACE) Handbook

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1991

Funded by the Colorado Community College and
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CHAPTER ONE

GENERAL INFORMATION ABOUT ACE

This manual provides information to individuals starting an Alternative Cooperative Program (ACE) program and to those interested in improving their existing ACE programs. The ACE manual is an extension of the *Work Experience Resource Manual* written by Hartley and Lehmann in 1989. Hence, basic information about the delivery of assessment, transition, and job development services is found in the *Work Experience Resource Manual*. Although some of these same topics are addressed in the ACE manual, their focus lies solely within the context of ACE programming.

Each section of this manual presents issues and factors associated with the ACE program model. The first chapter describes the process that was used to design the manual and provides an historical account of the evolution of the ACE program in Colorado. Advice about applying for ACE funding and about relevant legislation affecting programs is also discussed. A tool for evaluating the strengths and weaknesses of your current program is provided at the end of this chapter. The same form can be used to identify the critical components needed in designing a new ACE program.

The elements necessary for implementing a program that is in compliance with Colorado State Standards are examined in Chapter Two, ACE Program Components. Because the development and/or selection of curriculum depends upon information obtained during the assessment, examples of suggested curriculum topics will be seen throughout this chapter. A more thorough review of potential curriculum ideas and lesson development is found in Chapter Three, Curriculum. Finally various persons, agencies and programs that may lend support to ACE coordinators are located in Chapter Four, Resources.

Manual Development

Development of this manual has involved a multi-stage process. Initially, an ongoing dialogue with Colorado Community Colleges and Occupational Education staff was established to identify the needs of ACE coordinators. It soon became clear that a more complete understanding about the operations of ACE programs could only be accomplished by interviewing ACE personnel. The questionnaire found in the back of this chapter was used to solicit information during contacts with ACE coordinators. The content provided in the manual follows the format of this questionnaire.

The vast differences found between ACE programs make it impossible to characterize their services in global terms. ACE programs serve students at different age levels and students who have extremely different occupational needs. ACE programs also do not have access to the same resources or assistance within school districts and the community. For example, programs located in areas of high unemployment indicated that finding competitive employment for all students is not feasible; therefore, these programs were identifying creative alternatives to supply

students with significant community experiences.

In addition to the information obtained during program visits and telephone interviews, programs were asked to send descriptions of service components about which they were most satisfied. The data collected from these sources was compiled, synthesized, and used to guide the development of this manual. There are, no doubt, many programs which did not have an opportunity to share information about themselves and should have been included in this manual. But for the time being, we feel that enough data was supplied to draw some conclusions about strengths and weaknesses of ACE programs and to offer some ideas for enhancing services.

A nation-wide search for available curriculum materials for ACE programs was also instituted during the development of this manual. Letters were sent to universities and state departments of education in an effort to locate materials considered to be effective. The materials received by Colorado State University were carefully reviewed. Frequently mentioned curriculum topics were compiled and are included as curriculum ideas in Chapter Three. A review of literature about employers' perceptions regarding necessary entry-level skills for workers was also completed. A synopsis of the research findings is reported in the curriculum section.

HISTORY OF THE ACE PROGRAM

The ACE program model emerged from three other types of existing programs: the Work Experience and Study Program (WES), the Alternative Vocational Education Program for the Handicapped (AVEP-H), and the Special Cooperative Program (Special Coop) in 1990. Each of these programs is briefly described to clarify the history of the ACE program and to explore some of the factors influencing the creation of the ACE model.

The differences between programs entitled WES, AVEP-H and Special Coop in Colorado have been subtle and ambiguous. All three of these programs were created to serve students who were not succeeding in regular classes and who needed to begin preparing for their lives after exiting from high school. The WES and the AVEP-H programs were almost identical because they offered occupational experiences and a related-instruction course to students participating in special education programs. Therefore, coordinators of these programs were generally certified special education teachers. Their primary role was to increase students' employability skills through the provision of vocationally-related instruction and career exploration. Coordinators were expected to place and supervise students on the job and to allow transcripted school credit for the work experience. The major distinction drawn between the two programs was source of funding. WES programs are generally supported with special education monies while AVEP-H programs apply to CCCOES for federal vocational dollars. In addition to local special education dollars, programs receiving vocational dollars are required to have a vocationally credentialed instructor.

Special Cooperative programs were also intended to enhance student employability through the provision of an employability skills class and the acquisition of credit through

supervised experience. This program differed from the other two because it typically served the student labeled as "disadvantaged" or "high risk". In other words, a student participating in the special coop programs did not have an individualized educational plan (IEP) and was not receiving special education services. Special Coop programs were funded by CCCOES as a part of the Colorado Vocational Act.

Confusion among the three programs has arisen in the last five years due to questions concerning funding sources. Many WES programs assumed that because they were vocational in nature they should receive financial support from CCCOES, but only those WES programs approved as AVEP-H programs were eligible for federal vocational education monies, which were to be used for both Supplemental Services (instructional support services for students with special needs mainstreamed into vocational education programs) and AVEP-H. As Supplemental Service Programs expanded, they needed more of the federal vocational education money, which made it more difficult to fund both programs with the federal vocational education monies.

In the past year, after considering many alternatives, CCCOES elected to reduce confusion about their vocational special needs programs and expand the funding opportunities for special needs programs by making two important changes. First they combined the AVEP-H program and the Special Cooperative program under one name, the Alternative Cooperative Program (ACE). Hence, AVEP-H and Special Coop programs ceased to exist and they became ACE programs. Second, the means for funding were consolidated into one budgetary source of vocational dollars, the Colorado Vocational Act. It is hoped that there will now be less confusion and duplication of services between these programs. Those programs that are not approved as ACE (formerly AVEP-H) are still referred to as WES programs. Those programs may not have the same requirements relative to employability skills, job placement, vocational endorsement of the instructor and job supervision.

THE ACE PROGRAM

According to the 1990 CCCOES Specific Program Criteria, "the goal of the Alternative Cooperative Education Program is to enhance the educational opportunities for special needs youth, to maximize their abilities to live independently, and to reduce their risk of dropping out." ACE programs are intended to be more flexible than the programs mentioned above. For instance, ACE programs may serve individuals who are considered to be disabled or disadvantaged. The period of time in which students can participate in the program has also been extended to the 9th-through 12th grades. Postsecondary institutions are also eligible for ACE programs. More information about the student population served in ACE programs and the program standards can be found in the Alternative Cooperative Education Specific Program Criteria (1990) promulgated by CCCOES which is located at the end of this chapter. The purpose of these programs is to encourage students to become productive members of society and engaged in active learning.

Recent passage of the Carl Perkins Vocational Education and Technology Act of 1990 mandates the integration of academic and vocational skills at the secondary and postsecondary

levels. The emphasis on the integration of academics has infiltrated the curricula of ACE programs. The major issue now is how to include academics without eliminating the traditional job-seeking and job-survival skills taught in the related instruction classes. Perhaps the information from employers about the basic skills they expect of workers will, in part, resolve this conflict. Lastly, as seen in the Colorado Department of Education's study on employability skills (located in Chapter 3), many academic skills are considered vital to employment. Additionally, the development of self-esteem and advanced basic skills such as critical thinking and problem solving are acknowledged as important. Therefore, the scope of curricula has expanded to include applied basic skills, critical thinking skills, values, attitudes, job-related skills and any other topics that increase student employability.

The eligibility of 9th graders to enter the ACE program that previously serviced only 11th and 12th graders in high school has created an extra burden for ACE teachers. They may now offer a sequential set of lessons based upon the individual student's needs and abilities for four years. **It is imperative that the same competencies are not taught every year.** Student motivation depends on new and relevant learning. Some ideas for implementing a four-year curriculum are found in Chapter Three, Curriculum. In addition, several ACE programs indicated that curriculum design is driven by the needs of students participating in occupational community experiences. In other words, community experiences are found first, and curriculum is developed to reflect the requisite tasks. Other innovative ACE models are described in Chapter Four.

The ACE program model is an exciting vehicle in which occupational and academic needs of students may be addressed. It is hoped that the ACE program can be a vehicle for increasing communication and collaboration between special education and vocational education and academic educators. After all, these disciplines and others may have to work cooperatively to develop curricula and individualize instruction in order to meet the diverse needs of the student. At a minimum, ACE programs should be prepared to offer an array of educational, occupational, and community experience opportunities to students.

There are several philosophical and methodological issues associated with the ACE program. Philosophically, ACE programs are committed to collaborating with other disciplines within the school in order to prevent a student from dropping-out. Although, the principles of mainstreaming and least restrictive alternative are championed, many students enrolled in ACE programs have already failed in the regular classes. The ACE programs offer an alternative to continued failure. Students still need to be supported as much as possible within mainstreamed settings so they can integrate with their peers and benefit from the programs offered to all students. Further discussion of in-school and community support services is found in Chapter 3.

The increased flexibility of the ACE program model has brought with it certain methodological concerns. Some ACE coordinators have opposed the notion of a program that serves both high risk and disabled students. In our review of existing programs, several creative solutions were found to this dilemma. Widefield High School offers two ACE program models.

High risk youth and students with mild disabilities participate in an abbreviated work experience and spend most of their day in the regular high school classes while job coaches and other types of support are offered to severely disabled students who generally spend more time in the occupational experience than at the high school. A team-teaching strategy was found in which the special educator and the ACE coordinator worked together to offer a menu of services to all students regardless of their label. Collaboration and cooperation were also evident in programs in which high risk youth were paid or volunteered to assist their disabled peers in the completion of lessons or tasks.

HOW TO START AN ACE PROGRAM IN YOUR SCHOOL

In Colorado, the development of a new program such as the Alternative Cooperative Education Programs (ACE) follows designated guidelines for gaining approval from CCCOES.

State funding for a secondary vocational education program is provided to assist school districts with the excess costs of vocational education incurred for approved local vocational programs. State fund reimbursements are determined by formula based on the district's vocational education expenses and the Per Pupil Operating Revenue (PPOR) provided by the Colorado Department of Education.

The first step in establishing an Alternative Cooperative Education (ACE) Program is to contact your vocational education administrator who is responsible for the vocational education program in your district including all the vocational education forms and the funding. One of the forms in their possession is the Program Proposal Application Parts I and II that need to be completed for approval as a vocational education program. The second step in establishing an Alternative Cooperative Education (ACE) Program is to contact the CCCOES Program Manager for Special Needs who can discuss with you the specifics of completing the application as well as provide technical assistance for the development of your program. The important elements of the application are to identify the students to be served, describe the work component of the program, describe the related class including the curriculum or an outline of the competencies to be achieved, and the hours of class time that this will take place. Be sure to include your name and address so that you may be included on the ACE Coordinator mailing list. The third step in establishing an Alternative Cooperative Education (ACE) Program is to obtain an ACE Credential. This can be done by contacting the CCCOES Credentialing Officer. [The requirements for the credential can be found in this manual on page 21.]

Outlined below are the procedures recognized by CCCOES for submitting a proposed program and obtaining final approval. Additional information on the Program Review Q-Process and Program Revisions is also provided. If the ACE Coordinator's name and address is provided on the program application, it will be put on our ACE Coordinators mailing list.

We would like to emphasize that it is highly critical to obtain accurate and valid information on students as reported through the VE-135's reporting forms each year. The student data is needed for both state and federal reporting mandates.

1.01 Procedure for Submittal of Proposed Program

The following CCCOES forms must be appropriately completed and submitted to (or already be on file with) the System office: Annual Local Application (ALA), Program Approval Part I (PAP I), and Program Approval Part II (PAP II).

1.01.01 The ALA contains assurances and certifications as required by Rules Administering State Assistance for Vocational Education (a.k.a., Colorado

Vocational Act), Colorado Standards for Vocational Programs, and Carl D. Perkins Vocational and Applied Technology Act Amendments of 1990. This document is submitted annually to the System office.

1.01.02 Program Approval Part I

1.01.02A A secondary institution must submit a Program Approval Part I (PAP I)(3 copies) to the Associate Vice President (AVP) for Instructional Services for each new proposed secondary program. The Program Approval Part I contains additional required assurances and certifications and also requires information on which conceptual approval may ultimately be granted by the AVP.

1.01.02B The PAP I form is reviewed by the AVP and designated System staff.

1.01.02C If conceptual approval is granted, the System staff returns a signed PAP I form to the secondary institution.

1.01.02D If the conceptual approval is denied, the requesting institution may appeal to the Vice President for Educational Services within sixty working days of receipt of notification of denial (Appeals Process, Section III, Part H, 5.00).

1.01.03 Program Approval Part II

1.01.03A Upon approval of the PAP I, the completed Program Approval Part II (PAP II) and signed PAP I form must be submitted to the System office. The PAP II contains additional required program descriptors.

1.01.03B System central office staff will conduct a review of the proposed secondary program (PAP I and PAP II) which includes the consistency of the program with the Colorado Vocational Education Standards.

1.02 Final Approval

1.02.01 Based upon System central staff review and recommendation, the AVP for Instructional Services will recommend that the State Board approve the secondary program.

1.02.02 System staff will notify the secondary institution of the State Board action.

1.02.03 All current secondary programs approved by System staff prior to January 2, 1990, shall continue in an approved status unless evidence is presented to require revision or discontinuance. Such programs will adhere to the program renewal requirements of Section III, Part C, 4.00.

2.00 Program Review Q-Process

The purpose of program review is to improve secondary vocational-technical education. Program review should provide information needed to make informed decisions regarding program maintenance, enhancement, or restructuring as well as the allocation of resources. Thus, institutional objectives are:

1. To assess program quality;

2. To aid in program planning and accountability; and

3. To assess the continuing need for the program.

The Colorado Standards for Vocational Education Programs, Section I, require that each approved secondary vocational-technical education program be reviewed at least once every five years. Currently this requirement is met using the Quality Vocational Program Review and Improvement Process (Q-Process), which consists of a self-review followed by a local validation.

3.00 Program Revision

3.01 Approval of Program Revision rests with the AVP for Instructional Services based upon the recommendations of the System staff.

3.02 The AVP determines if the revision is so substantial as to warrant conducting a formal "new program approval" process. "Substantial" revision may include extensive change in curricula, a CIP code change, major change in the program administration or delivery (such as a change affecting a consortium arrangement), etc.

3.03 All program revisions should be made on the basis of the results of the latest formal program review, a technical assistance visit, as well as the System Program Manager's review.

Another valuable activity for getting started is to contact one of the ACE Coordinators listed in the back of this manual. If possible, visit a well-run ACE program. The program manager can direct you to such a program. The ACE standards allow the flexibility to design a program that meets your specific needs. The program can serve students with disabilities or students who are not special education students but are in danger of dropping out or any

combination of these groups. The program can also serve 9th through 12th grades. It is an excellent drop-out prevention and drop-out retrieval program as well as a welcome avenue for creating partnerships with business and industry. As ACE programs evolve over the years, they will mature and offer more sophisticated opportunities for students to learn the skills necessary to enter the world of work. You are the creator of this valuable program and your vision of it can make it as encompassing and as exciting as your creativity and imagination will allow. Several existing models are described in Chapter 4 to provide some ideas.

Related Legislation

Several pieces of legislation are relevant to ACE programs: The Carl Perkins Act of 1990, the Americans with Disabilities Act, the Individuals with Disabilities Education Act, and the Child Labor Laws. [Summaries of these laws are located at the end of this chapter.] These laws guide the provision of services within the ACE program.

AREAS OF CONSIDERATION FOR EVALUATING ACE PROGRAMS

Several factors must be addressed if special program areas in vocational education are to play a more prominent role and be more effective in reducing the number of students who drop out of school each year. Not surprisingly, no magic formulas exist; however, the following recommendations or considerations could play important roles in drop-out prevention. These considerations should be reviewed in designing or evaluating the A.C.E. program.

- Programs should employ a committed staff, use a variety of integrated strategies, be individualized in a nontraditional environment, share a strong vocational job-related emphasis, and include a strong counseling component.

- Programs should adopt an early warning and follow-through system in order to identify potential dropouts as well as to develop ways of ensuring that those students stay in school.

- Program resources should be expended on students who have been identified as high risk. Efforts must be strengthened to identify potential dropouts early. Emphasis needs to be placed on the development and utilization of local school indicators.

- The program environment should be as free as possible of absenteeism, robbery and substance abuse. If carried too far, however, efforts to "control" the school environment to change these factors could have the reverse effect. Preoccupation with matters of control and discipline is commonly correlated with high drop-out rates.

- Parent involvement is a key element of success.

- Extensive career exploration and related career education experiences should be provided for the students to enhance their awareness of the full range of opportunities.

- The existing rules governing entry into the program should be carefully reviewed and evaluated on an individual basis, particularly for students deemed to be at risk.

- The program element of work experience needs to be logical and have operational ties with the student's overall school plan and goals.

- Community experiences should be carefully reviewed and evaluated. Such experiences, when not logically or operationally tied to a student's overall education program, are not a panacea for resolving that student's school problems.

- The curricular components of the ACE-related class should support the occupational experience.

Adapted from *Center for Research in Vocational Education*, Weber, 1987.

ACE Needs Assessment

A Needs Assessment is suggested for the purpose of long-range planning at the building level. To identify program components that would improve their services to students, ACE coordinators are encouraged to evaluate their program's strengths and needs using this assessment tool. Program development and program improvement involve prioritizing a few critical areas to address each year over a five-year period. A form for recording this process is found in Figure 1.

Rate each program component from 0 to 5.

0 - not available
1 - is being considered
2 - available, but poor quality
3 - available to a limited population
4 - available
5 - excellent program component

NEEDS	0	1	2	3	4	5
Support Services						
Planned involvement of significant others (i.e., parents, guardians)						
Planned involvement of tutors and mentors						
Planned involvement of community resources						
Planned involvement of volunteer corps						
Planned involvement of appropriate outside agencies						
Reducing Barriers to Success						
Early identification and preventative programs complement ACE program						
Absentee policy and attendance requirements address needs of high risk youth and increase enrollments						
Contractual and behavioral consequences increase student attention to school activities and increase interest and participation						
Program is an integral part of the school as evidenced by collaboration with other programs and staff						
School scheduling encourages easy access to the various program opportunities						
Drop-out prevention is a school priority as indicated by program location, budget, access to materials, class scheduling, and open-entry courses						

Rank the following skills by using Bloom's Taxonomy, with 1 being the lowest skill level, awareness, and 6 being the highest, evaluation, to indicate the level of instruction that is offered in the program being evaluated.

1 - Awareness
2 - Understanding
3 - Application
4 - Analysis
5 - Synthesis
6 - Evaluation

SKILLS	1	2	3	4	5	6
Evaluation of Curriculum Content - Do we prepare students to:						
Be lifelong learners						
Be effective citizens						
Fulfill family responsibilities						
Be productive workers						
Be independent consumers						
Practice basic health and wellness skills						
Use leisure time effectively						
Technology of Related Skills - Do we teach these skills at the appropriate levels?						
Basic academics						
Keyboarding						
Data manipulation						
Problem solving/decision making						
Systems of technology						
Resource management						
Economics of work						
Human relations						
Applied math and science						
Career planning						

Figure 1. ACE Needs Assessment

This figure is provided as a planning guide. Use it as a tool for prioritizing future goals. Those items on the needs assessment that are ranked lower or are not available may be prioritized and the long-term planning activities identified in the table below.

Priority Areas	Goals	Plan of Implementation	Target Date
1.			
2.			
3.			
4.			
5.			
6.			

Figure 2. Long-Term Planning Guide.

SUMMARY

This first chapter has covered many important aspects of the ACE program. Perhaps most relevant to persons desiring to start a program is the information about submitting a proposal to CCCOES. It is recommended that all programs, however, review the information about factors critical to the success of students in these programs and use the chart provided in Figure 1 to assess the ACE program. The ACE Questionnaire provided in the Appendix may also be helpful in evaluating the ACE program.

CHAPTER ONE -- APPENDIX

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Notice to Employees, Federal Minimum Wage 39

The Carl D. Perkins Vocational and Applied Technology Act of 1990 40

ACE QUESTIONNAIRE
PROGRAM OVERVIEW

1. Program _____
2. Address _____
3. Contact _____
4. Physical location of ACE program within the school.
5. Description of ACE model.
6. Student profile (types and numbers served).
7. How did you start the ACE program? With whom in your school did you work (administration, other teachers)?

ASSESSMENT PROCESS

1. How are your students referred to your program?
2. What eligibility criteria are there for entrance into your program, if any?
3. Where can you refer students not appropriate for your program?
4. Who assesses the students in ACE?
5. What information do you obtain about students?
6. When are students assessed?
7. What are the most commonly used instruments?
8. What types of informal assessment are used?
9. How are the results used? Are they shared with anyone else?

10. Is your assessment process varied for students in different grades or of different abilities?

EDUCATIONAL PLANNING PROCESS

1. What forms do you use (e.g., the training plan, IEP, ITP, ILP)?
2. When do you begin the planning process?

RELATED CURRICULUM

1. What primary text or materials do you use?
2. Does the related-education class relate to the community experience and how?
3. What competencies are taught? How do you know if students have mastered these skills?
4. What survival skills are taught?
5. What basic skills do you teach?
6. What teaching strategies do you use?
7. How do you modify or adapt the curriculum to address differences in students' ages, grade levels, and abilities?
8. How do you adjust outcomes?

ADVISORY

1. Who is on your advisory committee?
2. How do you use this committee?
3. How often do you meet?

COMMUNITY EXPERIENCE

1. What types of placements do you use to award credit to students (e.g., jobs in school, paid employment, volunteer work)?
2. How do you identify jobs for your students?

3. Who contacts the employers?

4. Typically, how many community placement hours are needed to earn a school credit?

5. How is this part of your program varied for students at different grade and ability levels?
6. Is liability an issue?

TRANSITION

1. How do you provide transitional planning for your students? Is it offered to every student in your program?

2. Who is involved in transitional planning?

3. Who is responsible for insuring planning occurs?

4. What forms do you use? Do these forms take the place of the training plan or is transition a part of the IEP?

5. When is planning begun?

6. Is the transitional planning process varied for students at different grade levels or ability levels? How?

7. Does any formalized follow-up occur?

USE OF RESOURCES

1. In your program what are the roles of the:
   guidance counselor
   special education teacher
   general education teachers
   vocational education teacher
   social worker
   assistant principal

2. Do you work with outside agencies such as:
   vocational rehabilitation
   JTPA

Effective 4/1/91

COLORADO
VOCATIONAL CREDENTIALING STANDARDS
SPECIAL PROGRAMS
ALTERNATIVE COOPERATIVE EDUCATION (ACE) PROGRAM

Degree Requirement - Completion of a Bachelor's Degree with a Professional Teacher Education Sequence or be currently credentialed as a full-time vocational instructor.

Occupational Experience Requirement - Completion of two years (4,000 hours) of paid verified occupational experience outside the teaching profession applicable to the program to be taught. The occupational experience may also be met by any one of the following options:

Option 1 - One year (2,000 hours) of paid occupational experience in the occupations which the person will be teaching plus 1,000 hours in an approved supervised occupational experience teacher-education program. (One hour of supervised work will be equal to two hours of paid occupational experience in gaining the additional 2,000 hours. This two-for-one credit does not apply to the first 2,000 hours of occupational experience.)

Option 2 - One-half year (1,000 hours) of verifiable paid occupational experience as per current guidelines and completion of the Career Institute and completion of a practicum consisting of supervised activities that will provide needed skills in the vocational education delivery system and the world of work.

PROFESSIONAL VOCATIONAL TEACHING REQUIREMENTS

Teachers shall complete courses, including content, from each of the following areas:

a. Vocational coordination techniques
b. Vocational assessment for special needs learners
c. Successful completion of one of the following courses in consultation with vocational teacher educator/local vocational administrator:
    1. Methods and materials for special needs learners
    2. Serving special needs students
    3. Functional curriculum and community-based instruction
    4. Career Institute

ACE Practicum

The practicum is an applied experience in the schools under the supervision of an ACE cooperating teacher. Each semester hour of credit earned requires approximately 30 contact hours within an ACE program.

An assessment of the needs of the practicum student will be made and the appropriate activities will be selected from a list of activities that may include:

Ability to work with high risk students
- assessments
- educational plans
- management of student behavior
- learning styles and teaching strategies

Curriculum
- develop related curriculum
- adapt existing curriculum
- teach students effectively
- evaluate student progress

Knowledge of the world of work
- job development
- supervision of students
- development of student training plans
- communication with employers
- employability skills

Knowledge of resources
- collaboration with both vocational and special educators
- community and adult services
- participation with advisory boards
- ability to communicate with parents

ALTERNATIVE COOPERATIVE EDUCATION

SPECIFIC PROGRAM CRITERIA

General Description

The goal of the Alternative Cooperative Education Program is to enhance the educational opportunities for special needs youth, to maximize their abilities to live independently, and to reduce their risk of dropping out.

The Alternative Cooperative Education (ACE) Program is designed to facilitate employment related skills for secondary special populations (Handicapped and Disadvantaged). The program includes employment related instruction, vocational assessment, career and transition counseling and planning. This program is designed to be flexible to meet the individual needs of students and school systems. This program is open to senior high school students in the 9-12th grades who are handicapped or disadvantaged, dropouts or potential dropouts. Postsecondary students are also eligible for enrollment.

Alternative Cooperative Education Programs are approved vocational programs for individuals who are handicapped or disadvantaged as defined in the Carl Perkins Vocational Education Act of 1984, Section 521:

Handicapped - "Individuals who are mentally retarded, hearing impaired, deaf, speech or language impaired, visually handicapped, seriously emotionally disturbed, orthopedically impaired, or other health impaired, deaf-blind, multi-handicapped, or persons with specific learning disabilities, who by reason thereof require special education and related services, and who, because of their handicapping condition, cannot succeed in the regular vocational education program without special education assistance."

Disadvantaged - "Individuals (other than handicapped individuals) who have economic or academic disadvantages and who require special services and assistance in order to enable them to succeed in vocational education programs. The term includes individuals who are members of economically disadvantaged families as defined by the Carl Perkins Vocational Education Act and referenced in the Job Training and Partnership Act (JTPA), migrants, individuals who have limited English proficiency and individuals who are dropouts from, or who are identified as potential dropouts from, secondary school. For the purpose of this definition, an individual who scores at or below the 25th percentile on a standardized achievement or aptitude test, whose secondary school grades are below 2.0 on a 4.0 scale (where the grade "A" equals 4.0) or fails to attain minimal academic competencies may be considered 'academically disadvantaged.' The definition does not include individuals with learning disabilities."

Even if an individual does not meet one of these definitions, but is determined by school district personnel to be at risk of dropping out, that individual is eligible for an Alternative Cooperative Education Program. All handicapped and disadvantaged high school students who need, want, and can benefit from the instruction can be enrolled in the program.

Factor #1 - Legal Compliance

1. The Carl D. Perkins Vocational Education Act of 1984 requires that each handicapped and disadvantaged student enrolled in vocational education shall receive:

   A. Assessment of interests, abilities, and special needs with respect to completing successfully the vocational education program.

   B. Guidance, counseling and career development activities will be conducted by trained counselors who are familiar with providing special services to special needs students.

   C. Special services, including adaptation of curriculum, instruction, equipment, evaluation, and facilities will be designed to meet individual needs.

   D. Counseling services will be designed to facilitate the transition from school to post-school employment and career opportunities.

2. Career/vocational needs, goals, objectives, and activities will be addressed by a written document serving as a Training Plan; i.e., Individualized Education Program (IEP), Training Plan, or Transition Plan.

3. Special needs students and their parents will be notified of the availability and eligibility requirements for the Alternative Cooperative Education Program prior to the students beginning 9th grade.

4. All ACE students will participate in an alternative cooperative experience as an integral part of the instructional program that can be designed using one or more of the following methods outside the related instruction. It is recommended that the alternative cooperative component be structured so that the cooperative experience time equals 10-15 hours per week.

   A. Cooperative Method - A method of instruction of vocational education for individuals who, through written cooperative agreements between school and employers, receive vocational and academic instruction in the classroom alternating with a related job experience. The school and job experiences must be planned and supervised by the school and the employer [Carl Perkins Act, Title V, Part B, 521, (7)].

   B. Project/Laboratory Method - A method of instruction that requires the student to work on their own in performing experiments and assignments. This may utilize one of the following techniques: simulation, a career exploration lab or computer assisted instruction. This technique is particularly suitable for the younger student.

C. Internship Method - A component which is designed to provide experience with on-the-job activities or projects which are directly related to the student's career objective. This experience could be in school or out of school.

5. Students will be involved with the instructor and the employer as appropriate in the development of their educational plan and written documents as described in #2 above. Students will engage in an occupational experience related to their occupational objective that is based upon an assessment. Special educators and vocational educators will work together in the development and implementation of a handicapped student's plan.

6. The ACE Program will be modified to meet the individual needs of students. Modifications might include adaptations of curriculum, instruction, evaluation, equipment, and/or facilities.

7. The local education agency operates under an established policy regarding the granting of academic credit to students participating in occupational experience programs.

Factor #2 - Curriculum for Related Class

1. Competencies needed by students for entry and advancement in employment will be utilized in developing objectives and units of instruction and taught using a variety of teaching techniques to meet the special needs of learners.

2. Instruction related to the cooperative experience of the student may include but not be limited to: functional skills--personal grooming, money management, transportation, employability skills, job readiness skills, job seeking skills, job retention skills, job changing skills, basic skills as an integral part of the curriculum--reading, writing, and math, as it relates to the job, problem solving, communication, decision-making, and technical skills for the occupation in which training is received.

3. Career and occupational information is integrated into the curriculum leading to the exploration and identification of an occupational area or objective prior to transition from the program.

4. Instruction in entrepreneurship concepts is integrated into the curriculum as appropriate.

5. Students will be made aware of community resources available to them.

6. Those teacher/coordinators working with the employer will provide training opportunities commensurate with the student's ability.

7. Individual student files will be maintained for five years after the year in which the service is rendered to record and document student progress toward attainment of occupational competencies.

8. Each student engaged in an Alternative Cooperative Education program maintains accurate and up-to-date records including financial transactions and competencies acquired during the program.

9. Leadership activities will be integrated into the curriculum for the purpose of developing attributes such as self-confidence, self-esteem, communication skills, social, civic, and business responsibility, and high ethical standards in personal and business relationships.

Factor #3 - Personnel

1. Alternative Cooperative Education students will be taught or coordinated by vocationally credentialed instructors. Instructors/ coordinators of secondary level students must also be certified with the appropriate endorsement by the Colorado Department of Education.

2. Alternative Cooperative Education students will be referred as needed to the Supplemental Services Program. (Supplemental Services is a vocational program to provide instructional support to handicapped and disadvantaged students who need extra assistance in order to succeed in their vocational education program.)

3. Instructors will have a referral and communication mechanism in place between themselves, special education, general education, and support services.

4. The teacher/coordinator provides effective coordination, supervision and occupational guidance to students engaged in occupational experience programs. Scheduled release time will be established for teachers to develop jobs, coop students on jobs, participate in team meetings as necessary, and meet with students individually. A minimum of 30 minutes per student per week is provided for this activity.

5. The instructor/coordinator is responsible for ensuring the provision of student supervision on the job and for ensuring the provision of classroom instruction related to the student's work experience.

6. The student, instructor, advisory committee, community and other support personnel will be involved in the job development process.

7. The instructor will engage in continuing professional development activities as appropriate. These activities should include awareness of and appreciation for cultural diversity, as well as the unique needs of students from different ethnic and cultural backgrounds.

Factor #4 - Program/Student Evaluation

1. Employer evaluations of student performance on the job will be maintained by the instructor.

2. Employability competencies established at the time of entry into the program will be used to measure student progress toward achievement of employability attributes.

3. Success of this vocational education program will be evaluated by the state using the student's success in achieving the goals and objectives as outlined in the student's written training plan, transition plan, or IEP.

4. Students will be provided the opportunity to evaluate their training and related class instruction.

5. The instructor, in cooperation with counselors and other teachers, provides assistance in the placement and follow-up of students who exit or complete the program.

6. Surveys or follow-up studies may be conducted to determine program outcomes in addition to the follow up required by the state.

7. An accurate and documented record of student placement and follow-up information is submitted annually to the local administration and to the CCCOES Central Staff.

Factor #5 - Facilities, Materials, and Equipment

1. Adequate facilities will be provided. The size of the classroom shall be described in the program proposal (VE-120).

2. In accordance with Section 504 of the Rehabilitation Act of 1973, no handicapped person shall be denied the benefits of, be excluded from participation in, or be otherwise subjected to discrimination under any program or activity because the facilities are inaccessible or unusable.

3. Instructional materials will be free of sex-biased and sex stereotyping information and/or other discriminatory concepts.

4. Instructional materials will be free of information which discriminates on the basis of age, sex, race, creed, national origin, or handicap.

5. Instructional materials will acknowledge and enhance diverse cultures and avoid racial stereotype.

6. Appropriate, technically accurate, instructional materials will be utilized in the instructional program.

7. Students will have access to current trade journals and other information related to their occupational objective.

8. All materials and equipment will be adapted as appropriate to meet the individual needs of the student.

9. Computer-assisted instruction and appropriate software will be available and utilized according to need.

Factor #6 - Internal and External Resource Utilization

1. The program advisory committee will be representative of the occupations in the community for which training is provided as well as community resources.

2. The program advisory committee will meet in formal session at least twice each year.

3. The program advisory committee members will be appointed by the governing board or by an appropriate administrator of the local educational agency.

4. The vocational instructor(s) will serve as ex-officio member(s) of the program advisory committee.

5. The program advisory committee will function under written guidelines and/or operating procedures which specify the length of a member's term, responsibilities and rules for conducting the business of the committee.

6. Written advisory committee minutes will be kept for each meeting and are distributed to the administration and to committee members.

7. Members of the program advisory committee will assist in the evaluation of the program as needed.

8. The administrator will provide input into the selection of program advisory committee members.

9. The local advisory council for vocational education will provide for program advisory committee input.

10. Formal or informal cooperative agreements will be sought from state and local agencies such as Colorado Rehabilitation Services and the Job Training Partnership Act as well as business and industry in order to avoid duplication of services and enhance the transitional process for students.

11. Involvement of other instructors (special education, vocational education, etc.) who are knowledgeable about the handicapped/ disadvantaged student and/or the vocational area, shall be sought to enhance the student's training and development of the written documents.

12. The Alternative Cooperative Education instructor and the vocational administrator will involve parents and students in program planning, advisory groups, program evaluation, receptions, awards programs, and service needs.

Factor #7 - Administration

1. The approved budget should contain, but is not limited to, the following areas:

   A. Annual staff compensation. (Includes credentialed personnel. Teacher aides and paraprofessionals do not have to be vocationally credentialed.)
   B. Staff compensation for duties performed beyond the standard teaching day and the standard teaching year.
   C. Equipment material purchase and replacement.
   D. Books and supplies.
   E. Staff travel and per diem.
   F. Transportation for field trips including job shadowing and job tryouts.
   G. Student leadership development activities
   H. Staff in-service education.

2. The Program Approval, Part II must have been approved by the central staff of the CCCOES within the last five years and must be on file in the instructional department and with the administration.

3. Administration and/or governing board approved policies must be developed and followed for the receipt and disbursement of funds.

4. The vocational administrator and the instructor/coordinator shall cooperatively establish fiscal planning and budgeting for the program.

5. The instructor will be involved in the planning of the budget in accordance with district procedures. Funds should be allocated for:

   A. Vocational Assessment (the purchase of needed materials and needed training)
   B. Transitional Counseling (job development/placement personnel)
   C. Travel (mileage)
   D. Instructional Materials
   E. Supplies
   F. Conferences, Workshops, In-service Activities
   G. Leadership Activities

6. Students will have access to the full range of services in their district including Supplemental Services and career counseling.

7. Districts will comply with state and federal laws for licensing, student employment and safety.

8. Adequate time will be allocated to implement the program because of the individual coordination and planning time required for special needs students. Appropriate student teacher ratios will be stated in the program proposal (PA, Part II). Such ratios will be maintained and reviewed through the Quality Assurance Evaluation process. These ratios will be based upon such considerations as student support needed and coordination time required as a result of intensity of need. The ratio should allow for a minimum of half an hour per pupil per week for coordination time which could be exceeded with paraprofessional support and increased based upon intensity of need of the student population. The size of classes for related instruction must also be taken into account.

9. Instructors are to be provided adequate time for planning during the standard school day.

10. Procedures are to be established and time provided during the standard school week for the instructor to advise and counsel students.

11. The instructor will have the administrative support needed to meet the needs of the program.

12. Results obtained from program evaluations will be used to promote, develop, and improve the program.

13. In terms of management and evaluation of the Alternative Cooperative Education Program, the following applies:

    A. The vocational administrator and instructor/coordinator shall cooperatively establish written policies and procedures for program planning, management and facilities/equipment evaluation.

    B. Those involved with the program will promote school board policies supporting vocational education goals for handicapped and disadvantaged students.

    C. The vocational administrator and instructor/coordinator shall make certain by every reasonable means possible that all students who could benefit from an ACE program and their parents are made aware of the existence of ACE prior to the student entering the 9th grade or as soon thereafter as possible.

    D. Those involved with the program will support and promote "Interagency Agreements of Cooperation" that are designed to meet the career/ vocational needs of students in the Alternative Cooperative Education Program.

14. A management plan for collecting follow-up information concerning program completers shall be implemented. That data must be obtained on a consistent basis and will include the numbers of completers who are:

    1. Employed full-time or part-time in a job related to training.
    2. Employed full-time or part-time in a job not related to training.
    3. Unemployed - seeking employment.
    4. Unemployed - not seeking employment because of choice, illness, retirement, pregnancy, or other such reason.
    5. Unknown or incorrectly reported as a completer or partial completer.

15. Appropriate and accurate financial records will be maintained by the vocational administrator.

Implementation of the Specific Program Criteria

These Specific Program Criteria are identified to assist in developing and maintaining high quality Alternative Cooperative Education (ACE) programs. If one or more of these criteria are not met and it is determined by the State Program Manager of Handicapped and Disadvantaged and the Associate Vice President for Instruction that such noncompliance is jeopardizing the quality of the program, a plan for remedying the deficiency is required. The plan shall be developed by the instructor in cooperation with local administration and members of the program advisory committee. This plan shall be submitted to the State Program Manager of Handicapped and Disadvantaged for review and approval. Failure to submit a plan and/or failure to implement the plan shall be grounds for the withdrawal of state approval and/or funding for the program.

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nh(4/18/90)

Americans with Disabilities Act Statutory Deadlines

I. Employment

- The ADA requirements become effective on:
  - July 26, 1992, for employers with 25 or more employees.
  - July 26, 1994, for employers with 15-24 employees.

II. Public Accommodations

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - August 26, 1990, for purchase or lease of new vehicles that are required to be accessible.
- New facilities designed and constructed for first occupancy later than January 26, 1993, must be accessible.
- Generally, lawsuits may not be filed until January 26, 1992. In addition, except with respect to new construction and alterations, no lawsuit may be filed until:
  - July 26, 1992, against businesses with 25 or fewer employees and gross receipts of $1 million or less.
  - January 26, 1993, against businesses with 10 or fewer employees and gross receipts of $500,000 or less.

III. Transportation

A. Public bus systems

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - August 26, 1990, for purchase or lease of new buses.

B. Public rail systems -- light, rapid, commuter, and intercity (Amtrak) rail

- The ADA requirements become effective on:
  - January 26, 1992, generally.
  - August 26, 1990, for purchase or lease of new rail vehicles.
- By July 26, 1995, one car per train accessiblity must be achieved.

III. Transportation (cont.)

► By July 26, 1993, existing key stations in rapid, light, and commuter rail systems must be made accessible with extensions of up to 20 years (30 years, in some cases, for rapid and light rail).

C. Privately operated bus and van companies

► The ADA requirements become effective on:
- January 26, 1992, generally.
- July 26, 1996 (July 26, 1997, for small providers) for purchase of new over-the-road buses.
- August 26, 1990, for purchase or lease of certain new vehicles (other than over-the-road buses).

IV. State and local government operations

► The ADA requirements become effective on:
- January 26, 1992.

V. Telecommunications

► The ADA requirements become effective on:
- July 26, 1993, for provision of relay services.

This document is available in the following accessible formats:
- **Braille**
- **Large Print**
- **Audiotape**
- **Electronic file on computer disk and electronic bulletin board (202) 514-6193**

For more information on the ADA contact:

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section
P.O. Box 66118
Washington, D.C. 20035-6118
(202) 514-0301 (Voice)
(202) 514-0381 (TDD)
(202) 514-0383 (TDD)

CRD-70

GPO : 1990 0 - 273-184

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section

ACE-Mar.1

Americans with Disabilities Act Requirements in Public Accommodations Fact Sheet

General

✓ Public accommodations such as restaurants, hotels, theaters, doctors' offices, pharmacies, retail stores, museums, libraries, parks, private schools, and day care centers, may not discriminate on the basis of disability. Private clubs and religious organizations are exempt.

✓ Reasonable changes in policies, practices, and procedures must be made to avoid discrimination.

Auxiliary Aids

✓ Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.

Physical Barriers

✓ Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable.

✓ All new construction in public accommodations, as well as in "commercial facilities" such as office buildings, must be accessible. Elevators are generally not required in buildings under three stories or with fewer than 3,000 square feet per floor, unless the building is a shopping center, mall, or a professional office of a health care provider.

✓ Alterations must be accessible. When alterations to primary function areas are made, an accessible path of travel to the altered area (and the bathrooms, telephones, and drinking fountains serving that area) must be provided to the extent that the added accessibility costs are not disproportionate to the overall cost of the alterations. Elevators are required as described above.

ACE-Mag.1

✓ Entities such as hotels that also offer transportation must generally provide equivalent transportation service to individuals with disabilities. New fixed-route vehicles capable of carrying more than 16 passengers must be accessible.

Remedies

✓ Individuals may bring private lawsuits to obtain court orders to stop discrimination, but money damages cannot be awarded.

✓ Individuals can also file complaints with the Attorney General who may file lawsuits to stop discrimination and obtain money damages and penalties.

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CRD-30

GPO : 1990 0 - 273-184

U.S. Department of Justice
Civil Rights Division
Coordination and Review Section

ACE-Mem.1

Americans with Disabilities Act Requirements Fact Sheet

Employment

✓ Employers may not discriminate against an individual with a disability in hiring or promotion if the person is otherwise qualified for the job.
✓ Employers can ask about one's ability to perform a job, but cannot inquire if someone has a disability or subject a person to tests that tend to screen out people with disabilities.
✓ Employers will need to provide "reasonable accommodation" to individuals with disabilities. This includes steps such as job restructuring and modification of equipment.
✓ Employers do not need to provide accommodations that impose an "undue hardship" on business operations.

Who needs to comply:

✓ All employers with 25 or more employees must comply, effective July 26, 1992.
✓ All employers with 15-24 employees must comply, effective July 26, 1994.

Transportation

✓ New public transit buses ordered after August 26, 1990, must be accessible to individuals with disabilities.
✓ Transit authorities must provide comparable paratransit or other special transportation services to individuals with disabilities who cannot use fixed route bus services, unless an undue burden would result.
✓ Existing rail systems must have one accessible car per train by July 26, 1995.
✓ New rail cars ordered after August 26, 1990, must be accessible.
✓ New bus and train stations must be accessible.
✓ Key stations in rapid, light, and commuter rail systems must be made accessible by July 26, 1993, with extensions up to 20 years for commuter rail (30 years for rapid and light rail).
✓ All existing Amtrak stations must be accessible by July 26, 2010.

Public Accommodations

✓ Private entities such as restaurants, hotels, and retail stores may not discriminate against individuals with disabilities, effective January 26, 1992.
✓ Auxiliary aids and services must be provided to individuals with vision or hearing impairments or other individuals with disabilities, unless an undue burden would result.
✓ Physical barriers in existing facilities must be removed, if removal is readily achievable. If not, alternative methods of providing the services must be offered, if they are readily achievable.
✓ All new construction and alterations of facilities must be accessible.

State and Local Government

✓ State and local governments may not discriminate against qualified individuals with disabilities.
✓ All government facilities, services, and communications must be accessible consistent with the requirements of section 504 of the Rehabilitation Act of 1973.

Telecommunications

✓ Companies offering telephone service to the general public must offer telephone relay services to individuals who use telecommunications devices for the deaf (TDD's) or similar devices.

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GPO : 1990 0 - 273-184

Highlights of the New IDEA

(Individuals with Disabilities Education Act)

Thanks to Bev Johns for this legislative update.

On October 30, 1990, President Bush signed into law the Education of the Handicapped Act Amendments of 1990, changing the name of the EHA to "Individuals with Disabilities Education Act". It becomes Public Law 101-476. Along with renaming the law, the 1990 EHA Amendments reauthorize Parts C through G of the EHA through fiscal year 1994.

Throughout the law the term "handicapped" is replaced by the term "disabilities". The general definition of children with disabilities is expanded to include children with autism and traumatic brain injury as separate categories.

Other major changes include:

Transition

The following is the new definition of "transition services":

"Transition services means a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to postschool activities including postsecondary education, vocational training, integrated employment (including supported employment), continuing and adult education, adult services, independent living or community participation.

"The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other postschool adult living objectives, and, when appropriate, acquisition of daily living skills and functional vocational evaluation."

The new law also adds a specific reference to transition services to the overall definition of an "individualized education program:

IEPs must now include:

"a statement of the needed transition services for students beginning no later than age sixteen and annually thereafter (and when determined appropriate for the individual, beginning at age fourteen or younger), including, when appropriate, a statement of the interagency responsibilities or linkages (or bother) before the student leaves the school setting.

"In the case where a participating agency, other than the educational agency, fails to provide agreed upon services, the educational agency shall reconvene the IEP team to identify alternative strategies to meet the transition objectives."

Abrogation of State Sovereign Immunity

The new Individuals with Disabilities Education Act says that states, including state departments of edcuation, *can be* sued by private citizens if they violate the law.

A provision in the IDEA waives the traditional immunity from private litigation that states enjoy under the Eleventh Amendment to the Constitution.

The change in the IDEA came in response to a 1989 deision by the U.S. Supreme Court, in the case of Dellmuth vs. Muth.

In that case, the Court ruled 5-4 that the father of a child with a learning disability could not sue the Pennsylvania Department of Education for private school tuition expenses, because Congress in writing the EHA did not make it 'unmistakably clear" that states could be sued for violation of the law.

In the Pennsylvania case, the father had withdrawn his son from public school during a dispute over the appropriateness of an individualized education program. The parent charged that the state violated the EHA by providing an inappropriate IEP and by failing to comply with EHA procedural requirements.

This time, in the reauthorization of the EHA, Congress made its intent "unmistakably clear," by adding a new Sec. 604 to the U.S. Code of Laws, specifying that states are not immune from lawsuits under the IDEA.

Attention Deficit Disorder

The most controversial issue that was last to be resolved was the proposal from some to add Attention Deficit Disorder (ADD) as a separate category or subcategory under the statutory definition of "handicapping condition". In the final analysis it was agreed that the Department of Education would collect input on this issue and at this time ADD was *not* added as a new category. Instead, a Notice of Inquiry was published to gather data and viewpoints.

Other Changes in IDEA

Other changes made in the new reauthorization include:

- An information dissemination program is continued through the establishment of centers in each state that provide parents with training and materials on special education.
- Early intervention programs are to be developed to address the needs of children prenatally exposed to maternal substance abuse.
- Greater emphasis is placed on meeting needs of ethnically and culturally diverse children with disabilities.
- To address the critical personnel shortage, federal support is continued and state responsibilities increased to more aggressively recruit, prepare, and retain special education teachers and professionals, including minorities.
- Funding is authorized to continue the three national information clearinghouses on children and youth with disabilities, post-secondary education, and careers in special education.
- Use of instructional media, such as captioned film and recordings, is required to eliminate illiteracy among individuals with disabilities.

NOTICE TO EMPLOYEES
Federal Minimum Wage

$3.80 per hour
Effective April 1, 1990

$4.25 per hour
Effective April 1, 1991

Most employees in the United States qualify for both minimum wage and overtime pay under THE FAIR LABOR STANDARDS ACT. Overtime pay may not be less than 1 1/2 times the employee's regular rate of pay for hours worked over 40 in one workweek.

Certain full-time students, student learners, apprentices, and workers with disabilities may be paid less than the minimum wage under special certificates issued by the Department of Labor.

Covered Employees

- Employees engaged in interstate commerce or in the production of goods for interstate commerce (i.e., goods that travel across state lines), regardless of the employer's annual volume of business.
- Employees who work for enterprises that have an annual gross volume of sales made or business done of over $500,000.
- Employees of hospitals, residential facilities that care for those who are physically or mentally ill or disabled, or aged, schools for children who are mentally or physically disabled or gifted, pre-schools, elementary and secondary schools, and institutions of higher education, regardless of the annual volume of business.
- Employees of public agencies.

Child Labor

An employee must be at least 16 years old to work in most non-farm jobs and at least 18 to work in non-farm jobs declared hazardous by the Secretary of Labor. Youths 14 and 15 years old may work outside school hours in various non-manufacturing, non-mining, non-hazardous jobs under the following conditions:
No more than—

3 hours on a school day or 18 hours in a school week;
8 hours on a non-school day or 40 hours in a non-school week.

Also, work may not begin before 7 a.m., or end after **7** p.m., except from June 1 through Labor Day, when evening hours are extended to 9 p.m. Different rules apply in agricultural employment.

Training Wage

A training wage of $3.35 per hour, or 85 percent of the applicable minimum wage, whichever is greater, may be paid to most employees under 20 years of age for up to 90 days under certain conditions. Individuals may be employed at this training wage for a second 90-day period by a different employer if certain additional requirements are met. No individual may be employed at the training wage, in any number of jobs, for more than a total of 180 days. Employers may not displace regular employees in order to hire those eligible for the training wage.

Tipped Employees

A tipped employee is one who regularly receives more than $30 a month in tips. Tips received by such employees may be counted as wages up to a certain percentage of the minimum wage. The minimum cash wage that employers must pay (from their own pockets) to tipped employees is $2.09 an hour effective April 1, 1990. It will rise to $2.13 an hour effective April 1, 1991. If an employee's hourly tip earnings (averaged weekly) added to this hourly wage do not equal the minimum wage, the employer is responsible for paying the balance.

Enforcement

The Department of Labor may recover back wages either administratively or through court action, for the employees that have been underpaid in violation of the law. Violations may result in civil or criminal action.

Civil money penalties of up to $1,000 per violation may be assessed against employers who violate the child labor provisions of the law or who willfully or repeatedly violate the minimum wage or overtime pay provisions. This law *prohibits* discriminating against or discharging workers who file a complaint or participate in any proceedings under the Act.

Note: Certain occupations and establishments are exempt from the minimum wage and/or overtime pay provisions.
Special provisions apply to workers in Puerto Rico and American Samoa.
Where state law requires a higher minimum wage the higher standard applies.

FOR ADDITIONAL INFORMATION CONTACT the Wage and Hour Division office nearest you - - listed in your telephone directory under United States Government, Labor Department.

The law requires employers to display this poster where employees can readily see it.

U.S. Department of Labor
Employment Standards Administration
Wage and Hour Division
Washington D.C. 20210

WH Publication 1088
Revised April 1990

ACE-Mas.1

The Carl D. Perkins Vocational and Applied Technology Education Act of 1990

The three main themes of the new Act are:

- Integrating vocational education and academic education.
- Equal access for special populations.
- Technical preparation.

Purpose

"It is the purpose of this ACT to make the United States more competitive in the world economy by developing more fully the academic and occupational skill of all segments of the population. This purpose will principally be achieved through concentrating resources on improving educational programs leading to academic, occupational training, and re-training skill competencies needed to work in a technologically advanced society."

Requirements

Not every program will receive funding from this law because the following requirements must be met in order to obtain the monies. Specifically, programs must:

1. Be of such size, scope and quality to be effective.
2. Integrate academic and vocational education so that students achieve competencies in these areas.
3. Provide equitable participation in programs for special populations.

Special Populations Definition

Special population is defined as including individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions.

Assurances

Programs receiving funding must provide the following assurances:

1. To provide information regarding available vocational education opportunities to students who are members of special populations and their parents prior to the ninth grade.

2. To assist students to enter vocational education programs and for students with disabilities, to assist in fulfilling the transitional service requirements of the Education of the Handicapped Act.

3. To assess the special needs of students with respect to the successful completion of the vocational education program in the most integrated setting possible.

4. To provide supplementary services to special populations such as: curriculum modification, equipment adaptation, classroom modification, supportive personnel and instructional aids.

5. To provide guidance, counseling and career development activities conducted by professionally trained counselors and teachers.

6. To provide counseling and instructional services designed to facilitate the student's transition from school to post-school employment and career opportunities.

CHAPTER TWO

ACE PROGRAM COMPONENTS

Seven identified elements common to ACE organizational models are: Vocational assessment, educational planning process, career and guidance advising, occupational experiences, transitional services, curriculum, and the advisory committee. These elements are considered essential in regard to addressing State Guideline Standards for ACE Programs. The first five of these elements are discussed in this chapter. Curriculum will be addressed in Chapter 3. Information about advisory committees can be found in the Work Experience Manual (Hartley & Lehmann, 1989).

VOCATIONAL ASSESSMENT

Key points:

- Ongoing for each student.
- Assessment results used to determine what to teach the student in the related class, and to identify an optimal occupational and/or community experience.
- A variety of informal measures employed to obtain assessment information.
- Assessment information must be maintained for each student.

The purpose of this section is to provide information about the delivery of vocational assessment services to special populations enrolled in the ACE program. Within this setting, assessment answers two questions: (1) What should the student be taught in the related class? and (2) What type of occupational or community experience would most benefit the student? The information obtained also provides a guide for identifying optimal teaching strategies, learner competencies, and equipment modification. Therefore, the critical questions that must be posed before and during students' vocational programming, the assessment process, and non- intrusive strategies for obtaining assessment data will be described.

Vocational assessment is an ongoing systematic process designed to gather information about the student for occupational planning. According to Peterson, Brown, and LeConte (1987), vocational assessment should involve the student in actual work activities and should be individualized. Of utmost importance is the link between the outcome of assessment, decisions surrounding the student's goals and instructional techniques deemed necessary for the student's success (Halpern, Lehmann, Irvin, & Heiry, 1982). Vocational assessment must result in recommendations directly related to the strengths and needs of students in order to facilitate instructional planning and vocational development. Therefore, the outcome of assessment is to identify appropriate jobs for students and select curriculum relevant to student employment (Parrish & Kok, 1985). A well-coordinated assessment program enables the student to explore occupations, identify career objectives, improve self-concept, and plan personal growth.

Who Should Be Assessed

ACE programs serve students who are considered to be special populations as defined by the Carl D. Perkins Act of 1990. According to the AVA Guide to the Carl D. Perkins Vocational and Applied Technology Education Act of 1990, "the term special populations includes individuals with handicaps, educationally and economically disadvantaged individuals (including foster children), individuals of limited English proficiency, individuals who participate in programs designed to eliminate sex bias, and individuals in correctional institutions" (p.162). Clearly, ACE programs are responsible for assessing a very heterogeneous population. Students may vary greatly in terms of their ages, levels of functioning and subsequent needs for services.

Who Conducts the Vocational Assessment

The new vocational legislation states that programs receiving federal dollars must assess special populations (American Vocational Association, 1990). Vocational special needs personnel are usually designated as coordinators of the vocational assessment process. Assessment information must be obtained and results documented. The special needs practitioner does not necessarily administer all assessments, but rather is responsible for overseeing the process and ensuring that all special needs students have access to assessment services. Vocational assessments may be conducted by a variety of professionals, such as career guidance counselors, vocational instructors, parents, and special education teachers (Peterson, Brown, & LeConte, 1987). Teamwork is encouraged because critical information about students may have already been obtained. For instance career and guidance counselors may have administered interest inventories previously, and academic performance is commonly documented by regular and special education teachers annually.

Vocational Assessment Questions

Given the wide variety of vocational options, limitations in resources, and heterogeneous student population, no single assessment strategy or tool can be recommended. Furthermore, personnel assuming vocational assessment duties often have different levels of training and experience relating to assessment. Consequently, consistency is only found in the questions that must be answered about students before and during the vocational program. The purpose of these questions is to stimulate student growth towards employability.

The four major questions that must be answered by the vocational assessment process are:

1) In what type of vocational experience should the student participate?
2) What information or assistance will the student, instructor, or employer need in order for the placement to be successful?
3) Are the services provided of sufficient scope and duration to facilitate success?
4) What are expected outcomes for the student upon program completion?

Albright and Cobb (1988) categorized the four major issues of assessment as issues of placement, planning, monitoring, and transitions. Figure 3 depicts these issues, related critical questions in each area, potential assessment strategies and evidence that assessment information has been obtained.

Assessment Questions	ACE Process	Assessment Strategy	Outcomes & Evidence
Is ACE the best program for the student?	Placement into ACE	• Review of student file • Interviews with student instructors • Program visits • Student completed application • Review of ACE eligibility criteria	• Student enrollment • Interview results
What curriculum should the student be taught? In what type of occupational experience should the student participate? How much & what type of support does the student require?	Planning Decisions	• Interview student • Try-out • Observations of student • Past educational history • Past occupational history • Labor market review	• Design instructional & content materials • Select modifications of classroom setting, materials, teaching strategies • Student class schedule • Lesson plans • Placement into occupational experience • Student vocational plan
How well is the student progressing? Does the related-class instruction or occupational experience need to be changed?	Review of Student Progress	• Checklist • Observations • Employer/instructor contact • Performance test	• Student competency profile • Modify instructional program & experience as needed • Select a new occupational experience • results from employer /instructor checklists
Where is the student expected to live and work after graduation?	Program Completion	• Interview student • Review job market • Meet with community adult service providers	• Transitional plan • Resume • Student portfolio or file with assessment results

Figure 3. The ACE Assessment Process

As shown, the decision to place a student into the ACE program is one of the early steps in the assessment process. Often, school counselors are responsible for determining which program the student should enter. Therefore, it is important counselors understand the purpose

of the ACE program, entrance criteria, and which students would most benefit from the program.

The primary purpose of assessment in the ACE program is planning. This involves obtaining information about the type of community/occupational experience in which the student could participate and deciding what competencies the student should develop in the ACE-related instructional activities. Planning also often encompasses assisting the student to select academic courses.

Decisions must be made about whether the student should receive his or her community/occupational experience within the school or within the community. The student might participate in a competitive employment site, an in-school supported work situation, or a volunteer job. These experiences may be gained from attendance in vocational classes or involvement in paid or unpaid jobs in the school. The ACE coordinator must determine the amount of time the student should spend working and the type of support needed to help the student learn and retain the job. The planning phase of the assessment process may also require identifying whether or not the student's employer needs assistance supervising and monitoring student progress.

Similarly, instructional planning involves identifying the competencies the student must achieve to enhance his or her employability. Decisions must also be made about whether the student is taught in the ACE classroom, in other academic classes, or in community-based settings. Consequently, the ACE coordinator may also help the student select classes. Assisting with course scheduling allows the ACE coordinator to determine what information is being taught in other classes and to direct the student to the classes necessary to meet graduation requirements.

Monitoring during the assessment process results in information about the accuracy of previous assessment decisions. For example, the ACE coordinator must evaluate how well the student is performing in the work setting. If the student is not successful, the coordinator may elect to identify another work situation, decrease or increase the amount of time the student spends working or provide the student and/or employer additional support to maintain the job placement. Likewise, instructional decisions should be monitored to ascertain if the student is learning the appropriate information and if the training strategies are motivating and match the student learning style.

Finally, transitional assessment involves considering the student's future after high school completion. The student's entrance into the world of work or into additional training must be planned and prepared for. Transitional services assist the special needs student to move into post-secondary education, training or employment as smoothly and expeditiously as possible (Albright & Cobb, 1987). The goal of the assessment is to assure that students are formally linked with the appropriate adult agencies they will need after completion of the vocational program (Sample, Spencer, & Bean, 1990). The strategies that may be used for obtaining assessment information are described next.

Vocational Assessment Techniques

The assessment team needs to use a variety of measures and procedures to assess individuals effectively (Miller & Schloss, 1982). Strategy selection is influenced by the expertise of staff, time, the type of information needed to make transitionally-relevant decisions, and the characteristics of the students being served (Hartley & Lehmann, 1989). Informal techniques that occur naturally in educational settings are emphasized because they are the least obtrusive for the student and do not demand training to administer. Furthermore, these strategies are frequently performed as part of the regular teaching/training tasks. The assessment questions asked are tied directly to the techniques for measuring the student's vocational needs and linked to existing components of the ACE programs. Several assessment tools that could be easily incorporated into the student's vocational program are reviewed next.

1) *Information gathering*. Gathering information about a student's past school performance entails reviewing cumulative and/or confidential record files. Information acquired from these files includes the student's academic performance, attendance records, grades, and standardized test reports (Albright & Cobb, 1988). Reviewing records may prevent duplication of efforts and assist in the vocational placement decision.

2) *Interviewing*. A technique for obtaining information about a student's interests, knowledge about the class, career expectations, and other vocationally-relevant information (Miller & Schloss, 1982). Interviewing is encouraged for each student to facilitate the establishment of rapport between professionals and the student. It also allows vocational special needs personnel to clarify their services to the student. This technique may be used throughout the student's tenure in vocational education but is most effective for obtaining interest information at the beginning of the assessment process. A sample interview form is provided at the end of the section. Due to time constraints, initial interviews are usually limited to about 15 minutes; however, informal conversations held throughout the school year may also be considered as mechanisms for obtaining useful vocationally-related information.

3) *Vocational Tryouts* (Situation assessment). This type of assessment is also known as a situation assessment, job shadowing, or job try-out depending upon the purpose of the experience. The basis of the experience is that the individual is given an opportunity to perform a job skill in an actual vocational setting. The term "job shadowing" usually refers to individuals observing jobs or vocational classes as an exploration/interest activity. Situational assessment refers to measuring the individual's actual task performance and observing his or her social and emotional behaviors (Sarkees, 1986). Although this type of assessment is beneficial for answering placement and planning questions, McCray (1982) indicates that the situational assessment is a tool and does not always result in the student's entry into a vocational training program or permanent job. Directions for designing a job try-out and a sample are found in this chapter's appendix.

4) *Checklists*. Checklists and rating scales are devices which monitor the student's progress and degree of success in the vocational program or on the job. Instruments are usually

completed by the ACE coordinator, the employer, the vocational instructor, students, and other school personnel. Progress is typically monitored through the administration of quizzes, performance tests, observations of the student's daily work and supervisors' critiques of work. Criteria of student success include attendance in class, knowledge of safety practices, quality of products developed, work habits demonstrated and problem-solving ability (Albright & Cobb, 1987). Progress information may be obtained through personal communications with the student's work supervisors and/or instructors, or by asking relevant parties to complete a simple form. Examples of various formats used to review student progress are found at the end of this section.

5) *Work Samples*. Commercial work samples are available in many school settings. Work samples simulate tasks, traits or activities required in an actual job or cluster of jobs (Pruitt, 1970). These instruments measure the student's vocational aptitude. If work samples are to be used, Botterbusch (1980) offers a detailed description and comparison or existing instruments.

6) *Interest Inventories*. Interest inventories measure students' occupational preferences, and many are commercially available. Career guidance counselors often administer interest inventories to the entire student body. The ACE coordinator may need only obtain and review the scores of these students enrolled in the ACE program.

Assessment Scope and Content

Vocationally-relevant decisions usually require a holistic understanding of individuals (Hartley & Lehmann, 1986). Figure 4 shows the potential range of information that may need to be obtained in order to answer the questions outlined earlier. The role of the assessment coordinator and the team is to identify the areas that will be investigated during the assessment process.

INTEREST	What previous occupational experience or current goals do students have that reflect their employment preferences?
EDUCATIONAL DEVELOPMENT	How do students learn best and what are their skills in the areas of reading, writing, communication, and math?
SOCIAL SKILLS	How do students behave around peers and authority figures? Who are their friends?
INDEPENDENCE	How well are students able to perform the activities of daily living? What transportation needs do they have? Can they manage money?
VOCATIONAL FUNCTIONING	Are students able to locate employment for themselves independently? What vocational strengths do they demonstrate?

Figure 4. Content and Scope of Vocational Assessment

Documentation of Assessment Results

Documentation is an essential ingredient to the assessment process, providing a map of the student's goals in the ACE program. Student's interests, current level of vocational, educational, and social functioning must be detailed on a profile sheet about the student. A file containing information about each student's employment experiences should be maintained (including appraisals from relevant current and past supervisors). All information should be dated so that a chronological history is evident. In essence, this information can be used to build a resume for the student. More important, however, it provides a written summary about the student. This information provides data for identifying relevant curriculum for the student and selecting optimal educational experiences. Examples of forms are found in the appendix.

Summary

The assessment process is invisibly intertwined with the student's movement through the vocational education system. It is not a separate component but rather integrated into all aspects of the ACE program. It occurs within the educational and occupational settings in which the student is involved.

A review of the local job market and available vocational training clarifies specific jobs students can obtain and the skill(s) they will need before they apply for employment. Skills observed as necessary within occupational settings can be used for designing assessments (see the section on try-outs) and useful for developing curriculum. The employment site and the vocational class become another laboratory for the generation of assessment information.

Instructors' and employers' appraisals are mechanisms for monitoring student progress. The quality, effort, and attitude students display in classes typically result in competency profiles which in turn may be construed as measures of the students' progress. The final step in the assessment process is the identification of the optimal job or training setting for the student after the current program is completed.

The assessment process results in enhanced employment opportunities for students (Parrish & Kok, 1985). All aspects of vocational programming lend themselves to promoting student success, and all personnel involved become part of the assessment team. Vocational assessment may be conducted in various settings. For example, many assessment questions can be answered during activities in the related instruction class. Because employers and other instructors are sources of assessment data, jobs and all classes are also prime settings for collecting relevant information. In fact, any learning environment in which the student is involved is a potential vehicle for gathering assessment information.

A comprehensive picture of the individual emerges during the vocational assessment; therefore, the student's level of functioning and current occupational status can be known. The student's future goals should also be articulated. Finally, the supports necessary to help the students attain goals must be identified.

It is important to recognize that vocational assessment in ACE programs is a collaborative process which is commenced and conducted *with* the individual and not at the individual. The goal is to help individuals make better vocational decisions. This process is facilitated by establishing communication pathways with all persons involved in serving the student.

Vocational assessment can provide information about current performance skills and suggest possible career directions, but it cannot conclusively predict the individual's potential given training and experience opportunities. Vocational assessment is not used to keep students out of programs or jobs but rather to help formulate decisions regarding needed resources, and give support and training to help them succeed during and after the ACE program. Forms guiding the assessment process can be found in the Chapter Two Appendix.

References / Vocational Assessment

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CAREER AND GUIDANCE ADVISING

The purpose of this section is to describe the relationship of guidance and counseling services in the ACE program; therefore, information about the role of the guidance counselor will be briefly noted. Because many ACE programs either have no guidance counselors or do not work closely with them, suggestions will be made about how ACE coordinators can address student concerns in the absence of counselors.

School Guidance Counselor

Counselors may perform several tasks that benefit ACE programs. For instance, they may refer and place students into the ACE program. They may also advise students in terms of course scheduling and administer interest inventories. In order for counselors to execute their duties wisely, they should be familiar with the ACE program. ACE coordinators should therefore meet with counselors regularly to discuss the program and the students enrolled in it. Counselors may be able to recommend interventions for students facing crises and suggest remedies for students' everyday problems.

Unfortunately, counselors are generally overworked and serve large numbers of students; therefore, they may not be well versed about the ACE program or the needs of those students enrolled in the program. Thus, the ACE coordinator may assume more responsibility for the affective needs of students involved in the ACE program. The remainder of this section provides suggestions for enhancing students' personal growth.

Role of the ACE Coordinator

ACE coordinators must maintain a supportive atmosphere within their program and incorporate personal development competencies into their lessons. Students participating in the program may have many affective needs resulting from their previous histories of academic failure. Furthermore, these students are often from dysfunctional family situations. The tensions of the students may force the ACE coordinator into a more therapeutic orientation. The ACE coordinator, however, is not a therapist and should not allow this role to interfere with the occupational and academic skills building portion of the program. Affective education should instead be fused into existing curriculum as much as possible. Suggestions for improving the most critical affective area, self-esteem, are discussed next.

Self-Esteem

Self-esteem is defined as the evaluation individuals make and maintain about themselves that influences the extent to which they believe themselves to be capable, significant and worthy (Coopersmith, 1967). Experiences leading to feelings of significance, competence, power, and virtue are the sources of self-esteem (Coopersmith, 1967). The importance of self-esteem is that it affects students' level of achievement (Lawrence, 1987). Feelings of high self-esteem are demonstrated in the confidence with which students tackle academic, vocational, and social tasks.

Conversely, students with low self-esteem may try to avoid situations perceived as being potentially humiliating. As noted by the early psychologist, William James (1890), "With no attempt, there can be no failure; with no failure, no humiliation." It is clear that low self-esteem is a common, if not primary, trait among students receiving or needing an ACE program design. There is a brief review of strategies provided below.

Strategies for Enhancing Self-Esteem

The first step in considering the self-esteem of your students is to evaluate their present level of confidence. Figure 5 provides a simple assessment that can be used for analyzing the self-esteem of students.

1.	Does the student make disparaging remarks about him/herself and others?
2.	Is the student boastful?
3.	Is the student timid in new situations?
4.	Does the student make excuses to avoid potentially stressful situations?
5.	Does the student demand frequent assistance and/or reassurance?
6.	Does the student appear apathetic in learning situations?
7.	Does the student avoid work?
8.	Does the student tend to blame others for failures?
9.	Is the student reluctant to assume responsibilities?
10.	Does the student rarely participate in the instructional setting?

Figure 5. Self-esteem assessment (Adapted from Lawrence, 1987)

Students displaying one or more of these behaviors on a regular basis probably have low self-esteem. The ACE coordinator must therefore find a means for addressing students' needs. Inclusion of the National Career Development Guideline competencies into the ACE curriculum

1. Model self-esteem by being enthusiastic about work.
2. Teach students to set reasonable goals for themselves.
3. Teach students to reward themselves after they have completed a difficult task.
4. Teach students to compliment others.
5. Encourage students to work together cooperatively.
6. Encourage feelings of competence by allowing students to be responsible for leading groups and assisting the instructor.
7. Allow students to experience success.
8. Focus on students' strengths rather than limitations.
9. Establish high expectations for student performance.
10. Maintain a non-judgmental attitude by disapproving of specific behaviors without devaluing students.

Figure 6. Improving self-esteem.

is one method of impacting student's personal development. The guidelines are found in the

Chapter Two Appendix. Positive self-esteem may also be promoted in a more subtle fashion by the attitude and actions of the ACE coordinator (Gurney, 1987). Figure 6 lists several strategies for improving students' self-esteem during ACE instruction.

Self-esteem can also be enhanced during the student's community/occupational experiences. Job qualities such as wages, satisfaction with physical and cognitive requirements, opportunities for promotion, and security are all factors potentially affecting self-esteem. Students need to perceive that there are intrinsic and extrinsic benefits of working.

The area of affective learning is critical for most students participating in the ACE program. It can be addressed directly by designing lessons in the ACE related class around the competencies promulgated in the National Career Development Guidelines. Promoting self-esteem should also be evident by the respect and the efforts of the ACE coordinators towards students in their program. Many programs report success with students by promoting special activities within Ace Programs such as clubs and fund raisers, thus creating "positive" unique settings and emphasizing group support to further enhance self-esteem.

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EDUCATIONAL PLANNING PROCESS

Establishing goals and procedures for implementing the student's education is an important aspect of the ACE program. The resultant plan acts as a road map for guiding decisions about selecting curriculum materials and identifying an appropriate placement for the student. The student must be assessed before true planning can begin. A few pointers will be offered in this section, and forms that may be used are provided at the end of the section. Additional information about the planning process can also be found in the section on transitions.

There are four planning formats that may be used within ACE programs. These are the Individualized Education Plan (IEP), the Individualized Transition Plan (ITP), the Individualized Learning Plan (ILP), and the Training Plan. Given the federal legislation focus on transitions (see the legislation noted in Chapter One), the area of future planning needs to be addressed on whatever planning document is incorporated into the ACE program. A sample ILP and Cooperative Training Agreement are provided in the Chapter Two Appendix.

The purpose of a plan is to help the student gain access into the world of work. According to Mount and Zwernik (1988), the plan should be based upon the student's strengths and needs and not solely reflect his or her limitations. The development of a written plan is essential because it helps those involved focus on the student, organize their work, and establish accountability among relevant parties such as employers and community agencies (Mount & Zwernik, 1988). The plan outlines the course of action to be taken for the student and should be a collaborative effort between parents, employers, academic, vocational and special education instructors.

Reference / Educational Planning Process

Mount, B., & Zwernik, K. (1988). It's never too early. It's never too late: A booklet about personal futures planning. (Available from the Minnesota Governor's Planning Council on Developmental Disabilities, Mears Park Centre, 230 East Fifth Street, St. Paul, MN 55101). Publication No. 412-88-109.

OCCUPATIONAL EXPERIENCES

Suggestions for potential types of occupational experiences are offered in this section. The occupational experiences may be used to address five different needs of students enrolled in the ACE program. These needs are:

1. Exploring the world of work to gain an awareness of jobs or careers.
2. Becoming acculturated to the demands placed on workers such as promptness, responsibility, and pride in workmanship.
3. Stabilizing personal financial security. Many of the students enrolled in ACE programs are the primary wage earners for their families. They need the job to support their family and themselves.
4. Establishing a work history and thereby enhancing future employability. Employers have been reported to express more interest in hiring persons who have already been employed (Wehman, Moon, Everson, Wood & Barcus, 1988). Early experiences may therefore be the first rung on a career ladder.
5. Participating in a successful experience. Generally, students enrolled in the ACE program have failed in more traditional academic programs, so their occupational experience may be the first time they are recognized as competent and responsible.

The student's need(s) for employment should affect decisions regarding selection of occupational experiences. For instance, fast food jobs may be appropriate for students needing a paycheck to support themselves during school. However, students needing to learn more about the world of work may participate in volunteer positions or obtain jobs in the school. The ACE program is unique because in-school experiences may be used as occupational experiences for students. Factors which could influence the student's placement are age, abilities, interests, and past work history. A list of potential in-school occupational experiences are listed in Figure 7. Methods for obtaining jobs outside of the school are described in the section entitled Job Development.

Samples of forms used by schools to inform parents about the community experience, for evaluating student performance, and for recording the class' job sites are located at the end of this chapter. Additional forms that may help you communicate the rules of the experience to students are also included.

Credit Hours

The amount of credit a student may earn for working appears to vary among schools. Some ACE programs offer only one hour of credit for the work experience no matter how many hours the student works. Others give as much credit as possible in an effort to supplement the credits the student needs for graduation. The most common method of granting credit found was to offer the student a range from 1 to 3 work experience credits. The student earns one credit for every 15 to 30 hours of verified time they spend on the job. Students who work a lot of hours, however, cannot receive more than three credits for the job.

The emphasis is on the developmental process and not only occupational experience. Programs should also be concerned with pre-vocational activities (e.g., volunteering, peer tutoring, laboratory and other individualized activities) that lead to paid employment skills and training as appropriate.

Teacher's Aide
• cleaning • filing • organizing • checking papers • photocopying/collating • research • word processing/typing • aide in audio/visual technology
Tutor
• special ed students, disabled or younger students • evenings • typing • in regular classes and study halls • to sit in class and take notes • reading aloud to a group • mentor/advocate type activities • assist in use of library • assist in audio/visual • research assistant
Kitchen Help
• food preparation • dishwashing • clean-up • inventory • stocking • lunch count/selling • ombudsman during lunch • lunchroom supervision
Custodial Help
• cleaning • set up chairs/tables • outdoor maintenance (grass/snow removal) • painting • washing windows • dusting
Office Help
• runner • answer phone • file/sort • type (mailing labels, teacher assignments, etc.) • deliver messages • check on problem kids • inventory • clean • ombudsman for students or teachers • job file for school and/or community • run photocopy machine/fax • staff computer center, other material check outs
Fundraising
• create a business • sell things already for sale (management) • make things to sell • sell outside of school • make fundraising recreational (walk-a-thon) • publish a newsletter or booklet
Volunteer and Community Activities
• nursing homes • shelter care centers • big brother/sister type activities • hospitals • write news/advertise school programs • make thank you/appreciation cards • library • draw posters/signs/awards/advertisements • adopt a highway • humane society • environmental cleanups • prison/jails • senior centers • social service projects

Figure 7. In-School Employment Opportunities.

JOB DEVELOPMENT

As a job developer, your main goal is to assist students in obtaining employment. To reach this goal you need to build relationships with businesses/employers in your community. You must get your foot in the door, create a favorable response to your program, and establish and maintain positive communications. Finding a receptive employer can take time and effort. However, once a relationship is established with a prospective employer you will have created a bridge that can be used to benefit your program, now and in the future.

Locating Possible Job Openings

First as a job developer, you must locate possible job openings in the community. The first step is locating and utilizing sources to assist you in locating jobs. Sources may include:

- Newspaper advertisements, help wanted (especially Sunday)
- Yellow pages
- Business and financial papers
- Labor unions and labor publications
- Service clubs
- Chamber of Commerce
- School placement offices
- Employment development departments
- Private employment/vocational counselors
- Friends and relatives

When you locate a job opening that you wish to pursue, you are ready to secure your first appointment. To secure an appointment with an employer you may either contact the employer by telephone or with a letter of introduction. The method you choose depends on the situation. For example, if you are looking into possible job opportunities with a major company that may or may not be currently hiring, a letter of introduction would be best. If you are responding to an advertisement in the paper for a position that you realize may fill quickly, a cold call would seem most appropriate.

Letter of Introduction

Your letter of introduction should be clear, concise, and businesslike. To reinforce a competent first impression, use language that is not intimidating, confusing, or unclear. The purpose of your introduction letter is to:

- Introduce yourself.
- Introduce your program/reason for contact.
- Alert the recipient to a phone call from you in the near future to set up an appointment.
- Create an interest in and explain the attributes of your services.

Introductory Telephone Call

The purpose of the introductory phone call is to obtain an appointment, not to sell your program. Your ultimate goal is to establish an enduring, productive relationship. That goal cannot be accomplished during a first call, so do not try and try not to be discouraged. Advice for cold calls:

- Ask for the business owner, manager, or personnel director.
- Introduce yourself, your program and why you are calling.
- Say you are only asking for a few minutes of the person's time.
- Be positive and calm, practice before you call.
- Know beforehand when you are available and suggest 2-3 times for the appointment.
- Express an interest in learning more about their business and the positions they may have available now or in the future.
- "If you close the phone call without obtaining an appointment, do not assume permanent lack of interest. Consider a follow-up thank you letter with supporting literature attached," (Galloway, p. 34).

Initial Meeting

The purpose of your initial meeting is the eventual placement of your student. However, if this is not the final outcome, the informal interview will provide you with information about the company, the employer, and different positions (that if not currently available, may be in the future). You will have your foot in the door and you will be establishing a beneficial relationship. Advice for initial meeting:

- Break the ice with casual conversation.
- Keep your delivery around 20-25 minutes.
- Describe your program, your role, and why you are there.
- Appearance, manner, contact, and conversation with the employer must be professional and polished.
- The standard presentation should be well rehearsed.
- Printed materials, i.e., brochures, articles concerning your program, and business cards should all be available to the employer.
- Share a portfolio containing photos of students working in the community.
- Request a time to meet again for a tour of the employer's operations or, if time allows, take a tour during your initial meeting.

Always send a follow-up letter. A follow-up letter is important even if the meeting was not as productive as you wished. The letter should be sent within two days after the meeting.

Now that you have the tools to obtain productive relations with significant employers, you are ready to take your first step and locate possible job opportunities. Good luck!!

Reference / Job Development

Galloway, C. (1982). Employers as Partners: A Guide to Negotiating Jobs for People with Disabilities, pp 33-37. California Institute on Human Service, Sonoma State University, 1801 E. Cotati Avenue, Rohnert Park, CA 94918.

TRANSITIONAL SERVICES

Transition typically refers to the movement of an individual from high school to postsecondary training and from home to more independent settings. The purpose of this section is to provide an overview of methods for facilitating the high school student's entrance into adult life. The ACE program is a transitional program by virtue of its emphasis on enhancing the student's employability skills. The curriculum and occupational experience offered to the student are important means for preparing the student for the future. The area of transitions has become more important with the advent of the Reauthorization of 94-142. A summary of the transition requirement in this law is located in the Appendix.

Transitions are built around dreams for the future. As shown in Figure 8, there are four components of the transitional program: 1) planning, 2) collaboration, 3) preparation, and 4) outcomes. Each of these components will be described along with information about resources that facilitate this aspect of the ACE program.

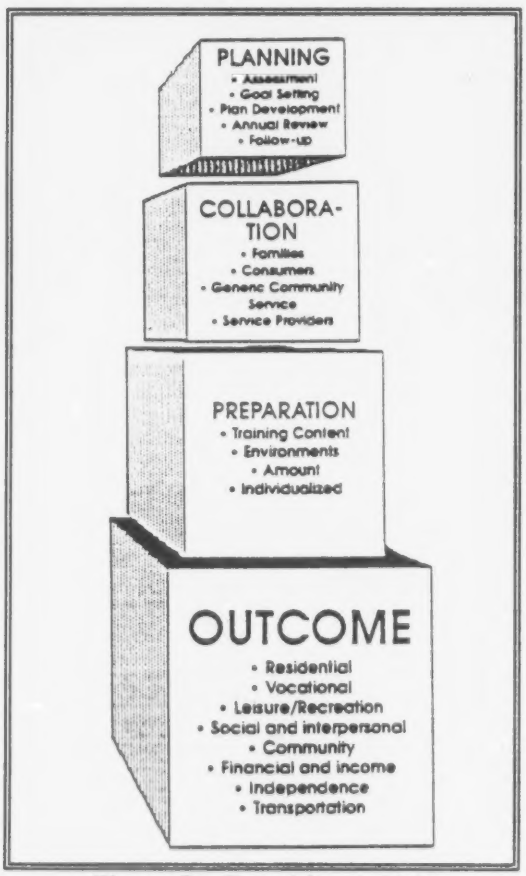

Figure 8. Transition model.

Planning

Planning, the first step in designing a transitional program for a student, involves identifying the student's and parents' expectations for the future after high school. Procedures needing to occur while the student is still in school that lead to attainment of goals must also be determined. Usually this information is obtained by interviewing the student and other relevant persons during the assessment process. A plan should emerge outlining the student's goals, current strengths in these areas and the types of support needed to achieve goals. Scheduled times when the plan will be reviewed should also be noted. A sample plan is found at the end of this section. According to McAlonan (1988), the following questions must be addressed by the transitional plan:

1. What is the student's *vocational goal*, further education or a job?
2. Where will the student *live* after completing high school?
3. What form of *transportation* will the student use?
4. What strategies will be used by the student to maintain and increase his/her *social life*?

5. In what *recreational* and *leisure time* activities will the student participate?
6. How will the student meet his/her *medical needs*?
7. What *agencies* will help?

Collaboration

Collaboration among a variety of persons and services is necessary during the development stage of the transitional plan. Agreement and coordination among relevant parties such as the student's parents, vocational instructors, the ACE coordinator, and community agencies prevents duplication of efforts and assures commitment to the plan. A list of the agencies that may offer support to the student once he or she has exited from high school are contained at the end of this section.

Accessing these agencies is often frustrating because they operate differently than the educational system. For example, each service has its own set of eligibility criteria. Agencies are not obligated to serve a student just because that student has a disability. Furthermore, waiting lists exist for many of the services. Therefore, the ACE coordinator should become familiar with available services and be willing to advocate for the student's participation in desired services.

Preparation

Preparation refers to the curriculum, location of training and selection of instructional strategies that best suit the learning needs of the students. Training related to transitional issues typically occurs during the ACE-related instruction class. It may also occur in other academic and vocational classes in which the student is enrolled. Decisions regarding the training of the student include determining what information the student requires to gain independence from the school and home environments. Typical topics that should be addressed during the student's transitional program are found in Figure 9. Student competencies are described in Chapter 3.

Vocational and Educational Options	
Postsecondary vocational/technical training	Supported employment
Community College	Sheltered employment
University	Volunteer work
Competitive Employment	Apprenticeship program
	Military
Future Living Arrangements	
Independently in an apartment alone	In a supervised living situation
In an apartment with a roommate	At home
In a dorm	

Self-Care Issues	
Household maintenance	Meal planning and preparation
Money management	Nutrition
Exercise and fitness	Dressing and grooming
Drug and alcohol counseling	Clothing care and selection
Time management	
Social Relationships	
Developing friendships	Family planning and sex education
Romantic relationships	Communicating with acquaintances
Recreation and Leisure Activities	
Community events	Individual sports (e.g. bicycling, walking)
Team sports	Hobbies
Health spa	Church groups
Accessing the Community	
Transportation	Voting
Grocery shopping	Legal services
Banking	Medical services
Post Office	
Financial Planning	
Earned income	Supplemental Security Income (SSI)
General public assistance	Social Security benefits
Taxes	

Figure 9. Topics for Transitional Programming (adapted from Sample, Spencer, and Bean, 1990. A Guide for Transitional Planning: Possible Topics for Discussion in Transitional Planning).

Each topic above can be developed in lessons and incorporated into the ACE curriculum. All lessons should be tailored to meet the individual needs of students. ACE coordinators also need to select the setting in which these skills can best be taught. For example, some of the transitional topics could be presented outside of the school building in restaurants, banks, buses, city hall, or in the student's current living situation.

Transition Outcomes

The transitional program culminates in realistic outcomes desired by the student. The student should be assured of securing a suitable occupational or training situation and residential arrangement. Efforts should also have been made to reach all other transitional goals specified in the transition plan. The transitional process can be considered successful if the student has achieved most of the outcomes shown in Figure 10. The timeline below lists some of the steps that need to be accomplished before the outcomes can be attained and indicates a time frame for implementation.

Student Age	Action	Person Responsible	Completion Date
14	Assign transition facilitator (parent and/-or school staff member).		
14	Give transition information to student and parent(s)/guardian.		
14	Review student's cumulative file and assemble IEP/ITP team.		
14	Obtain or verify Social Security Number.		
14	Begin transition-related assessment processes: * Identify vocational interests/abilities. * Identify residential needs, interests, and abilities * Identify recreational interests and abilities. * Identify types of support and training needed.		
16-18	Establish linkages to postsecondary service options: * Education and training * Social Security disability programs (including Medicare and Medicaid) * Residential services * Vocational services * Recreational services		
16+	Investigate need for driver's license.		
16-17	Establish graduation date.		
16	Prepare job-placement file with references, descriptions of acquired skills, work history, and community assessment information.		
16-18	Complete eligibility/application process for needed adult services.		
18	Establish needed health benefits.		
18-21	Develop long-term financial support plan.		
18-21	Develop specific postsecondary vocational and residential plan in cooperation with adult service agencies.		

Figure 10. Transition-Planning Time Line (Taken from Sample, Spencer & Bean 1990; Transition Planning: Creating a Positive Future for Students with Disabilities).

Reference / Transitional Services

Sample, P., Spencer, K., & Bean, G. (1990). Transition planning: Creating a positive future for students with disabilities. Fort Collins, CO: Colorado State University, Department of Occupational Therapy, Office of Transition Services.

CHAPTER TWO -- APPENDIX

Vocational Assessment

ACE Program Referral Sample 68

ACE Program Referral Form 69

ACE Program Student Intake Sheet 71

ACE Intake Interview 72

Parent/Guardian Vocational Inventory 75

Parent Survey 77

Student Evaluation Form 78

Student Assessment Summary 79

Career Guidance and Advising

The National Career Development Guidelines 81

Educational Planning Process

School Service Contract 85

Coursework Contract 87

Alternative Cooperative Education Program, Conditions of Enrollment 89

Occupational Experiences

Boulder Technical Education Center, Cooperative Education Program, Study of an Occupation 91

Community Site Information Class Roster 95

Application for Terminating a Job 97

Orientation Checklist 99

Weekly Training Report 101

Certificate of Competency 103

Transitional Services

Colorado Department of Education Reauthorization of 94-142 (IDEA) Transition Requirements 105

Individual Transition Worksheet and Plan 111

DATE: _____

TO: Teachers, Administrators, Counselors, and Campus Supervisors

FROM: _____

RE: ACE Program Referral

We are asking your help in identifying students who are "at risk." We are focusing on students who exhibit any or all of the following:

a. are behind in credit
b. have a low grade point average and high test scores
c. have frequent absences, tardies
d. are living on their own
e. have family responsibilities
f. are from a dysfunctional family
g. lack motivation

These "at risk" students will be identified and interviewed for possible entry into a new program here at Thornton High School. It is our intent to more closely supervise and advise these students to help them successfully complete their high school education. A new curriculum is being developed along with a new program structure. We know the success of this new concept is very much dependent on your help in referring students you believe will benefit. This project needs your support, and we ask for your help. Please help us by taking a few minutes to recommend students you feel are "at risk." We will do the rest.

Thank you for your help.

ACE PROGRAM REFERRAL FORM

*** CONFIDENTIAL ***

Teacher Name _____ Date Submitted _____

Department _____

Student Referred _____ Grade 10 11 12

Reason for Referral (Please circle or check the appropriate area/s.)

_____ Attendance (explain)

_____ Discipline (explain)

_____ Low grades (due to ability, lack of motivation, attendance, incomplete work, etc.)

_____ Low G.P.A. - High test scores

_____ Test scores (low or high test scores)

_____ Frequent absences _____ # of absences/qtr

_____ Frequent tardies _____ # of tardies/qtr

_____ Has the ability but lacks motivation

_____ Other (Please explain) _____

What hour does the student attend your class? _____

Do you think the student would benefit from this program? Please explain. (Use back if necessary.)

_____

Counselor/Dean/Administrator _____

Have you worked with the student named above? Yes _____ No _____

If yes, in what capacity? _____

Has this student dropped out or been withdrawn from THS previously? Yes ___ No ___

Has this student been suspended for rules violations? Yes ___ No ___

Has this student ever been on contract for you? Please explain.

ADDITIONAL INFORMATION

Name _____ Age ____ Social Security # _____

Home Address _____

_____

Parent/Guardian Name _____

Address _____

_____

Phone Numbers: Work _____

Home _____ Listed ___ Unlisted ___

Married? Yes _____ No _____

Dependents? Yes _____ No _____

Currently Working? Yes _____ No _____

If working, where? _____

_____

Hours you work _____

Duties _____

List other jobs you have held recently _____

_____

Career Goals _____

G.P.A. _____ CTBS _____

Classes you have enjoyed _____

_____

Classes you have disliked _____

_____

ALTERNATE COOPERATIVE EDUCATION PROGRAM

Student Intake Sheet

NAME: _____ TELEPHONE: _____

Date of Birth: _____ Today's Date: _____

Home Address: _____

_____ Zip: ____

Who Else Lives Here:

Names	Ages	Relationships

Parent's Name: _____ Phone: _____

Address: _____ Zip: _____

In Case of Emergency Contact: _____ Phone: _____

Friend: _____ Phone: _____

Case Manager: _____ Phone: _____

Last School Attended: _____ Date: _____ Grade: _____

School Address: _____

School Contact Person: _____

INTAKE INTERVIEW

Intake interviews reveal a wealth of information about the student. It is possible to learn more from an interview than a lengthy questionnaire. Regardless of the way in which a student or parent/guardian answers questions, there is a very real concern that these answers may not be as straightforward as is needed for the purposes of the ACE program.

Educators, counselors and members of the business community must rely on the first impressions and personal information obtained through the intake interview when dealing with the task of planning a course of study and job-related experiences for the student. Therefore, it is important to notice possible differences between the written and verbal responses made by the student, the student's general demeanor, and affect.

It is important to define the program rules and expectations so that the student clearly understands what is expected regarding his/her participation in the ACE program. Is the student willing to forego alcohol and drug use? Is the student willing to adhere to a behavioral contract with the teacher regarding tardiness, truancy and absenteeism? It is essential to the success and the credibility of the program that the student understand the necessity of acceptable and appropriate behavior when representing the program in community experience and job trials. The following intake interview is a sample of possible questions ACE coordinators may with to ask during the intake process.

All information which you provide regarding this questionnaire is strictly confidential. It will be shared only with people to whom you give written approval. It is very important that all answers are as honest as possible for your teacher to assist you while you are in the ACE program.

Name: _____

Age: _____ SS#: _____ Telephone: _____

Grade Level: _____

DEMOGRAPHIC INFORMATION:

Who referred you to the program? _____

Are you currently living with your parents/guardian or on your own? (Explain.)

_____

_____

Are you attending the school in your neighborhood (have you transferred from your home school)?

_____

_____

SCHOOL/ACADEMIC INFORMATION:

Favorite Subject: _____ Least Favorite Subject: _____

Have you ever been suspended or expelled from school? (If yes, describe.) _____

_____

Have you ever been excessively absent from school? _____

_____

Have you ever received a warning regarding truancy or absenteeism? _____

If you discover that you will need more education after you graduate from high school, are you willing to pursue further vocational education? _____

WORK/JOB INFORMATION:

Have you ever had a job or have you ever worked for pay (yard work, child care, shoveling sidewalks)? _____

_____

What was your most recent job? _____

Have you ever participated in any kind of occupational education? Please explain (place, teacher, program, etc.). _____

_____

What sort of job or career do you think you would like after you graduate? _____

_____

What do you see yourself doing in 15 years? _____

_____

How much money would you like to make per year after you graduate? _____

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For the following questions, circle the number which most applies:

1 - Not At All; 2 - Rarely; 3 - Sometimes; 4 - A Lot; 5 - Most of the Time

I like working with people.	1	2	3	4	5
I like working with machines (engines, computers, cars, etc.)	1	2	3	4	5
I like working outside.	1	2	3	4	5
I like working with small children.	1	2	3	4	5
I like working with older adults.	1	2	3	4	5
I don't mind working under close supervision.	1	2	3	4	5
I prefer to be my own boss.	1	2	3	4	5
I like working in an office-type atmosphere.	1	2	3	4	5

PERSONAL/SOCIAL INFORMATION:

What are your hobbies?

Name at least three (3) things you enjoy doing in your spare time.

Why do you want to participate in a career education/exploration class?

Have you ever been arrested? If the answer is "yes", please explain.

Do you currently have a probation officer?

Are you under any kind of medical care?

What kinds of support do you feel you will need from your family/guardian, teachers, counselors, and friends to help you be successful in this program? (child care, transportation, money for transportation, counseling sessions, clothing for work)

Do you feel that your parents/guardian will be supportive while you are in this program?

List other students you know who are currently in ACE or who have been in the program.

Additional Comments:

PARENT/GUARDIAN VOCATIONAL INVENTORY

Parent Name: _____

Telephone: (home) _____ (work) _____

Date: _____

Child's Name: _____

DOB: _____ Age: _____ SSN: _____

I. Upon graduation from the public schools, you would like to see your son/daughter participate in:

_____ day care/activity program
_____ sheltered workshop
_____ competitive part-time employment
_____ competitive full-time employment
_____ other (please specify): _____

II. Following graduation from the public schools, you anticipate your son/daughter's living situation to be:

_____ at home
_____ foster home
_____ group home
_____ sheltered apartment
_____ other (please specify): _____

III. A. Are there any work chores being placed on your son/daughter at home? If so, what are they?

B. What is your son/daughter's reaction to them?

C. Has your son/daughter participated in a vocational program prior to this school year? If so, what activities was he/she involved in?

IV. A. Are there any jobs in which your son/daughter seems particularly interested?

B. Are there any jobs which he/she seems to dislike?

C. Are there any jobs in which you would object your son/daughter participate?

V. A. What concerns do you have regarding your son/daughter's placement in a vocational training program?

B. If there are any re-occurring safety problems (e.g., fascination with electrical outlets, putting objects in mouth, daydreaming, seizure activities, etc.), please state them.

VI. If you have any other concerns or comments, please state them.

PARENT SURVEY

Answer the following questions to the best of your knowledge about your son/daughter.

1. What kinds of foods does he/she like to cook?

2. How does he/she use free time?

3. What things does he/she do outside the home in the community?

4. What work skills does he/she have?

5. Does he/she have good money/math/time skills?

6. Does he/she spend time reading at home? If so, what kinds of reading materials?

7. Does he/she generally follow family expectations?

8. Does he/she communicate well with you and others in the family?

9. List your anticipated goals in post high school activities:

   Housing: _____ Transportation: _____

   Insurance Needs: _____

   Additional Training (school, military): _____

STUDENT EVALUATION FORM

Scoring Key
3 points - outstanding
2 points - average
1 point - poor

Training Station _____

Job Title _____

Student _____

Workmanship	3	2	1
Attitude toward work	3	2	1
Social habits	3	2	1
Human relations	3	2	1
Personal Appearance	3	2	1
Dependability	3	2	1
Other Specific Competencies to be Evaluated			
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1
_____	3	2	1

RECOMMENDED GRADE FOR GRADING PERIOD _____

Student's most outstanding positive attribute: _____

_____

Student's greatest weakness: _____

_____

Comments: _____

_____

_____

_____ _____

Date Evaluator's Signature

STUDENT ASSESSMENT SUMMARY

Student Name _____ Telephone _____

Date _____

Reason for Referral _____

Student Interest _____

Standardized Test Results:

Date	Test Name	Score

Instructional Considerations:

Student Strengths	Needed Employability Skills

Cooperative Experience:

Location: _____ Telephone _____

Past Experience: _____

Support needed from the ACE program for job success: _____

Other Documents Attached:

_____ Referral

_____ Progress Reports

_____ Transition Plan

THE NATIONAL CAREER DEVELOPMENT GUIDELINES
Competencies and Indicators for
Elementary School Level, Middle/Junior High School Level, High School Level, Adult Level

HIGH SCHOOL STUDENT

Competencies and Indicators

Self-Knowledge

Competency I: Understanding the influence of a positive self-concept.

- Identify and appreciate personal interests, abilities, and skills.
- Demonstrate the ability to use peer feedback.
- Demonstrate an understanding of how individual characteristics relate to achieving personal, social, educational, and career goals.
- Demonstrate an understanding of environmental influences of one's behaviors.
- Demonstrate an understanding of the relationship between personal behavior and self-concept.

Competency II: Skills to interact positively with others.

- Demonstrate effective interpersonal skills.
- Demonstrate interpersonal skills required for working with and for others.
- Describe appropriate employer and employee interactions in various situations.
- Demonstrate how to express feelings, reactions, and ideas in an appropriate manner.

Competency III: Understanding the impact of growth and development.

- Describe how developmental changes affect physical and mental health.
- Describe the effect of emotional and physical health on career decisions.
- Describe healthy ways of dealing with stress.
- Demonstrate behaviors that maintain physical and mental health.

Educational and Occupational Exploration

Competency IV: Understanding the relationship between educational achievement and career planning.

- Demonstrate how to apply academic and vocational skills to achieve personal goals.
- Describe the relationship of academic and vocational skills to personal interests.
- Describe how skills developed in academic and vocational programs relate to career goals.
- Describe how education relates to the selection of college majors, further training, and/or entry into the job market.
- Demonstrate transferable skills that can apply to a variety of occupations and changing occupational requirements.
- Describe how learning skills are required in the workplace.

Competency V: Understanding the need for positive attitudes toward work and learning.

- Identify the positive contributions workers make to society.
- Demonstrate knowledge of the social significance of various occupations.
- Demonstrate a positive attitude toward work.
- Demonstrate learning habits and skills that can be used in various educational situations.
- Demonstrate positive work attitudes and behaviors.

Competency VI: Skills to locate, evaluate and interpret career information.

- Describe the educational requirements of various occupations.

Demonstrate use of a range of resources (e.g., handbooks, career materials, labor market information, and computerized career information delivery systems).
Demonstrate knowledge of various classification systems that categorize occupations and industries (e.g., Dictionary of Occupational Titles).
Describe the concept of career ladders.
Describe the advantages and disadvantages of self-employment as a career option.
Identify individuals in selected occupations as possible information resources, role models, or mentors.
Describe the influence of change in supply and demand for workers in different occupations.
Identify how employment trends relate to education and training.
Describe the impact of factors such as population, climate, and geographic location on occupational opportunities.

Competency VII: Skills to prepare to seek, obtain, maintain, and change jobs.

Demonstrate skills to locate, interpret, and use information about job openings and opportunities.
Demonstrate academic or vocational skills required for a full- or part-time job.
Demonstrate skills and behaviors necessary for a successful job interview.
Demonstrate skills in preparing a resume and completing job applications.
Identify specific job openings.
Demonstrate employability skills necessary to obtain and maintain jobs.
Demonstrate skills to assess occupational opportunities (e.g., working conditions, benefits, and opportunities for change.
Describe placement services available to make the transition from high school to civilian employment, the armed services, or post-secondary education/training.
Demonstrate an understanding that job opportunities often require relocation.
Demonstrate skills necessary to function as a consumer and manage financial resources.

Competency VIII: Understanding how societal needs and functions influence the nature and structure of work.

Describe the effect of work on lifestyles.
Describe how society's needs and functions affect the supply of goods and services.
Describe how occupational and industrial trends relate to training and employment.
Demonstrate an understanding of the global economy and how it affects each individual.

Career Planning

Competency IX: Skills to make decisions.

Demonstrate responsibility for making tentative educational and occupational choices.
Identify alternatives in given decision-making situations.
Describe personal strengths and weaknesses in relationship to post-secondary education/training requirements.
Identify appropriate choices during high school that will lead to marketable skills for entry-level employment or advanced training.
Identify and complete required steps toward transition from high school to entry into post-secondary education/training programs or work.
Identify steps to apply for and secure financial assistance for post-secondary education and training.

Competency X: Understanding the interrelationship of life roles.

Demonstrate knowledge of life stages.
Describe factors that determine lifestyles (e.g., socioeconomic status, culture, values, occupational choices, work habits).

Describe ways in which occupational choices may affect lifestyle.
Describe the contribution of work to a balanced and productive life.
Describe ways in which work, family, and leisure roles are interrelated.
Describe different career patterns and their potential effect on family patterns and lifestyle.
Describe the importance of leisure activities.
Demonstrate ways that occupational skills and knowledge can be acquired through leisure.

Competency XI: Understanding the continuous changes in male/female roles.

Identify factors that have influenced the changing career patterns of women and men.
Identify evidence of gender stereotyping and bias in educational programs and occupational settings.
Demonstrate attitudes, behaviors, and skills that contribute to eliminating gender bias and stereotyping.
Identify courses appropriate to tentative occupational choices.
Describe the advantages and problems of nontraditional occupations.

Competency XII: Skills in career planning.

Describe career plans that reflect the importance of lifelong learning.
Demonstrate knowledge of post-secondary vocational and academic programs.
Demonstrate knowledge that changes may require retraining and upgrading of employees' skills.
Describe school and community resources to explore educational and occupational choices.
Describe the costs and benefits of self-employment.
Demonstrate occupational skills developed through volunteer experiences, part-time employment, or cooperative education programs.
Demonstrate skills necessary to compare education and job opportunities.
Develop an individual career plan, updating information from earlier plans and including tentative decisions to be implemented after high school.

SCHOOL SERVICE CONTRACT

CLIENT: _____ DATE: _____

CASE MANAGER: _____

ACTIVITY	HRS PER WEEK	HOURS COMPLETED	INITIALS
Education / G.E.D.			
Leisure Activities			
Work-Related Activities			
Employability/Personal/Social Skills			
Volunteer/Community Services			

Please use this space to further describe specific needs or objectives for the above activities:

_____

_____

_____

_____

_____

Signed: _____ _____

Client Case Manager

. . . . . .

Performance evaluation done by: _____

School Staff Member

Comments: _____

_____

_____

ACE-Man.2

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COURSEWORK CONTRACT

NAME _____ TODAY'S DATE _____
CURRENT ADDRESS _____
CITY _____ ZIP _____
HOME PHONE _____ WORK PHONE _____

OBJECTIVE 1: _____

OBJECTIVE 2: _____

OBJECTIVE 3: _____

SUBJECT — NUMBER OF CREDITS TO BE ATTEMPTED

Forty (40) hours of coursework equals 1/4 semester credit.

SCHEDULED EVALUATION

Student and teacher agree to meet weekly to evaluate work and progress, and to plan for following week.

EVALUATION ACTIVITIES:

_Assignment completed
_Written test
_Report
_Student Log/Journal
_Oral/written presentation
_Other _____

AGREEMENT

We have read the terms of this contract and agree to all the conditions set forth within.

_____ Student Signature

_____ Parent/Guardian Signature

_____ Teacher Signature

_____ Other Signature

ALTERNATIVE COOPERATIVE EDUCATION PROGRAM
CONDITIONS OF ENROLLMENT

1. Student agrees to meet with teacher at least once per week for review and evaluation.

2. Student agrees to complete a minimum of 15 hours per week of study.

STUDENT AGREEMENT

I, _____, have read the terms and conditions of this agreement and hereby agree to all conditions and limitations set forth. I understand that failure to report to my regularly scheduled appointments within the agreed-upon program may result in termination of this agreement.

I understand any violation of the student conduct and discipline policy is cause for dismissal from the program.

I understand that I will be encouraged to participate in a class project, community service, or employment as part of the program and for school credit.

I understand that participation in field trips is a requirement of the program.

_____

Student Signature Date

PARENT AGREEMENT

I understand that the major objective of the Directions Unlimited and School Without Walls program is to provide a high school education for my son/daughter.

I also understand that individual course objectives are evaluated in the same manner that they would be in any regular public high school program.

I understand that regular attendance in the classroom and participation in field trips is required for my son/daughter.

_____

Parent Signature Date

BOULDER TECHNICAL EDUCATION CENTER
COOPERATIVE EDUCATION PROGRAM
STUDY OF AN OCCUPATION

(This form is used by students to explore possible jobs in which they are interested.)

NAME _____ NAME OF OCCUPATION _____

I. BIBLIOGRAPHY (Use publications since 1980.)

_____ _____
_____ _____
_____ _____

II. DEMAND

1. How much demand is there for this kind of work? Explain.

2. Why is/is not there not a demand for this occupation at the present time and in the future?

III. DUTIES

1. What are the specific duties of a person engaged in this occupation? List in detail several things that the worker actually does.

2. From the list above, enumerate those things which you would enjoy doing.

3. From the same list, enumerate those things which you think you could not do well or that you would dislike doing.

IV. PAYMENT

1. What is the date of the publication for this information? _____

2. What are the average monthly or yearly earnings of people in this occupation?

3. At what rate do they start, and what income may be expected later?

V. EDUCATION AND TRAINING

1. Does this occupation require a high school education? Explain.

2. What kind of training or school is necessary after high school in order to learn this occupation?

3. What subjects in high school best prepare a person for this occupation?

4. How long is the training or education for this job? (Number of weeks or months or years.)

5. What courses do you study in preparation for this occupation after high school? (If the training does not consist of courses, describe the method of training.)

6. How much will the education or training after high school cost? $ _____

VI. OPPORTUNITIES FOR PROMOTION

1. What opportunities are there for advancement or promotion?

VII. ORGANIZATIONS OF WORKERS

1. Would you probably be in a labor union in this occupation? _____

2. Name organizations to which the worker can belong that consist of people in this occupation. Give any information about them that you can find.

VIII. QUALIFICATIONS: PHYSICAL APTITUDES AND PERSONALITY TRAITS.

PHYSICAL	APTITUDES/ABILITIES	PERSONALITY TRAITS
List requirements for the job as stated in your reading.		
List any of the above requirements that you might find difficult.		
List any of the qualifications that you feel represent you quite well.		

4. List any evidence (such as grades, job experience, hobbies, etc.) that indicate your aptitude for this occupation.

IX. WORKING CONDITIONS

1. Hours per week _____ 2. Amount of vacation _____

3. Is employment steady or seasonal? _____

4. Do you work with others or alone? _____

5. Are the surroundings for the work pleasant? What might be some of the disadvantages?

6. Are there dangers to health and safety? If so, what?

7. Is there variety in the work? Explain your answer.

8. What are possible fringe benefits?

X. ADVANTAGES AND DISADVANTAGES OF THIS OCCUPATION

ADVANTAGES	DISADVANTAGES

XI. What facts, interesting to you, did you read about that were not on this questionnaire?

XII. What did you learn in studying this occupation that you did not know before?

XIII. EVALUATION: After studying this occupation, list reasons why you think that this would or would not be a good occupation for you to enter. Use an extra sheet if necessary.

Quarter _____

HIGH SCHOOL COOPERATIVE VOCATIONAL PROGRAM - CLASS ROSTER
COMMUNITY SITE INFORMATION

NAME	PLACE OF EMPLOYMENT	SUPERVISOR	POSITION	PHONE	CONTACT	EVALUATION

Aurora Public Schools, 1990

APPLICATION FOR TERMINATING JOB

Name _____

Place of Employment _____

Manager _____

Reasons for terminating job:

Problems affecting job:

Steps taken to improve situation:

Procedure for quitting

Date notice is given _____ Length of notice _____

Who given to? _____

In person or on the phone? _____

New Job

Places applied _____

Date to start working _____

My child has discussed the reasons he/she has for quitting his/her present job. I understand his/her reasons and think a new job will be the most beneficial for him/her at this time.

_____ _____

Student Signature Parent Signature

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ORIENTATION CHECKLIST

Listed below is a checklist that describes what a new employee needs to know when beginning work. It was designed to serve as a guide for the student worker and the job-site supervisor. The form is in duplicate with one copy given to the student and one copy retained by the supervisor for personnel files.

[ ] What my department does

_____

[ ] My duties

_____

_____

_____

[ ] New skills I must learn _____

_____

_____

[ ] Name and duties of my immediate supervisor

_____

_____

[ ] Name and duties of my co-workers

_____

_____

_____

[ ] Days and hours of work _____ [ ] My salary _____

[ ] Holiday and/or Weekend work requirements:

_____

[ ] Times and lengths of breaks and lunch

_____

[ ] Procedure for calling in when I'm late or absent

_____

[ ] Rules and regulations:

Safety rules: _____

Dress rules: _____

Other: _____

[ ] What to do if I'm injured on the job

_____

Your employer may require you to successfully complete a certain period of work before you receive benefits. This is called a probationary period.

[ ] Describe the employee probationary period _____

_____

In addition to your pay, many companies provide additional benefits. Be sure to ask your employer about these benefits. Sometimes the employee must pay a small percentage of the cost to obtain the benefit. The company then covers the rest.

[ ] Company Benefits:

Health Insurance: _____

Life Insurance: _____

Vacation: _____

Sick Leave: _____

Holidays: _____

Other: _____

[ ] Procedure for completion of time sheets or time cards

_____

[ ] Pay periods: _____

WEEKLY TRAINING REPORT

This sample form is included in the job-site supervisor folder as a means of sharing information. Copies of completed forms may be obtained upon request.

Student's Name _____ Training Station _____

Month _____ Week _____ Trainer _____

Cumulative Hours _____

	Date	Hours on Job	Wage		ASSIGNMENT
Monday				H* C	
Tuesday				H C	
Wednesday				H C	
Thursday				H C	
Friday				H C	
Saturday				H C	
Overtime					
TOTALS					

List class assignments which you completed this week (No.) _____

What have you learned from your class assignments completed this week? _____

What have you learned this week, on the job? _____

*Circle appropriate letter: H - Helped on job; C - Completed job alone.

Ellen Wynn
Emily Griffith Opportunity School
Denver Public Schools, CO

CERTIFICATE OF COMPETENCY

_____

Is hereby certified as competent in the following Job Readiness Skills

Job Search

[ ] Identifies Resources for Finding Jobs

[ ] Accurately Completes an Application Fact Sheet

[ ] Identifies Methods for Finding Job Openings

[ ] Prepares a Typed or Legibly Written Letter of Inquiry

[ ] Accurately Completes a Job Application

[ ] Demonstrates Appropriate Verbal and Non-Verbal Behavior in a Job Interview

Employment Portfolio Preparation

[ ] Recognizes and Describes Own Abilities, Interests and Skills

[ ] Prepares a Typed or Legibly Written Cover Letter

[ ] Prepares a Typed or Legibly Written Resume

[ ] Compiles a Complete, Attractive Personal Employment Portfolio

Job Success

[ ] Uses Initiative in Performing Work

[ ] Seeks Clarification of Instructions

[ ] Identifies Basic Employee/-Student Responsibilities

[ ] Describes the Basic Steps in Getting a Raise or Promotion

[ ] Knows How to Terminate Employment

_____ _____ _____

Job-Site Supervisor | Date | ACE Teacher-Coordinator

ode

MEMORANDUM

COLORADO DEPARTMENT OF EDUCATION
STATE OFFICE BUILDING
DENVER, COLORADO 80203

TO: Special Education Directors

FROM: Susan McAlonan SM

RE: Reauthorization of 94-142 (IDEA) Transition Requirement

DATE: March 14, 1991

PL-94-142 (IDEA) requires transition planning, related instruction and Interagency coordination as of July 1, 1991 for all students in special education 16 years or older.

To avoid amending IEPs in the Fall, each annual review, initial and triennial staffing conducted this Spring (April 1 through the end of the school year) must include transition related goals and objectives for every student 16 years or older.

This memo is designed to answer common questions you and your staff may have and provide more information as to the requirements for staffings this Spring. The Federal rules should be available in the Fall.

1. What Does the Transition Section of 94-142 Say?

New Statutory Provisions on Transition Services

1. Definition of "Transition Services"

Section 101(d) of the 1990 Amendments amends the Act by adding a definition of the term "transition services". See section 602(a)(19) of the Act, to be codified at 20 U.S.C. 140(A)(19). by statute, these services are defined as:

> a coordinated set of activities for a student, designed within an outcome-oriented process, which promotes movement from school to post-school activities including post-secondary education, vocational training and education, integrated employment (including supported employment), continuing and adult education, adult services, independent living, or community participation. The coordinated set of activities shall be based upon the individual student's needs, taking into account the student's preferences and interests, and shall include instruction, community experiences, the development of employment and other post-school adult living objectives, and when appropriate, acquisition of daily living skills and functional vocational evaluation.

2. New Individualized Education Program Requirements for Transition Services

Section 101(e)(1) of the 1990 Amendments amends the Act's definition of "individualized education program" by making a statement of needed transition services a component of the individualized education programs (IEPs) of students with disabilities, beginning at age 16 and each year thereafter, and to the extent appropriate, in the IEPs of students with disabilities 14 years of age or younger. See section 602(a)(20) of the Act, previously section (602)(a)(19), to be codified at 20 U.S.C. 1401(a)(20).

This new IEP component also must include, where appropriate, a statement of interagency responsibility if a state or local agency, other than the public agency responsible for the student's education, is responsible for providing or paying for needed transition services. Thus, as a result of this statutory change, the IEP content provision now requires the IEPs include a new component, in addition to the five components previously specified in the statute and in current regulations for this program at 34 CFR Section 300.346.

Because the provisions on transition must be implemented beginning with the FY 1991 grant period, SEAs may wish to encourage public agencies in the State to ensure that IEPs which are developed or revised in the Spring of 1991 (for implementation in the Fall) include transportation components, as appropriate, to avoid having to amend the IEPs at the beginning of the new school year.

Section 101(e)(2) of the statute also includes a new provision at section 602(a)(20) of the Act, which requires that each public agency take the necessary steps to ensure that each student with a disability receives needed transition services when another State or local agency has failed to provide the student with the agreed upon transition services contained in the student's IEP. Thus, where a participating agency, other than the public agency responsible for the student's education, has failed to provide agreed upon transition services, the statute requires the public agency to reconvene a meeting of the participants on the IEP team to identify alternative strategies to meet the transition objectives in the student's IEP.

In accordance with section 614(4) of the Act, State plan submissions for FY 1991 grant awards must address the revised statutory requirements on transition services as provided in section 602(a)(19)-(20) of the Act. See 20 U.S.C. 1412(4).

2. How is transition defined in the new section of 94-142?

Transition is the movement of students in Special Education from school to adult living. Key questions must be answered prior to graduation, these include:

1. Where is the student going vocationally? Further training or education? A specific job?

2. Where will the student live and what kind of supports, if any, will be needed?

3. What will be the major form of transportation the student will use?

4. How will the student maintain and increase his/her social life?

5. What leisure time activities will the student be involved in?

6. How will the student meet his/her medical needs?

7. What agencies will help? How will they be contacted and by whom?

3. **What is transition planning?**

Transition planning is designed to answer the transition questions in an organized outcome-oriented method and guide instruction to meet these goals.

4. **Which students are covered by and under the new legislation?**

Every student in Special Education regardless of disability or intensity of needs or services is covered.

5. **At what age does PL-94-142 require transition planning and institution to begin?**

The law mandates this process begin at age 16, but suggests it can start at age 14 when appropriate. So any student who is now 16 or older or will be turning 16 before their next annual review or triennial falls under this requirement.

6. **Does this new mandate require related instruction?**

Yes, although the rules have not yet been completed at the Federal Level, the law does speak to instruction in the areas of employment development, acquisition of daily living skills, and community experiences. More information on this component in the Fall of 1991 when the Federal rules are out.

7. **Does the law requires an Interagency Component?**

Yes, a statement of interagency responsibility must be in the IEP if an agency other than the school is responsible for providing or paying for needed transition services. This is a new component of the IEP in addition to the five components already in current regulations (34CRF300.346)

8. **Who are those adult and community agencies that provide transition services?**

The major agencies can include but are not limited to:
Community colleges and vocational schools
Colorado Rehabilitation and Services (Vocational Rehabilitation)
Community Center Boards (Developmental Disabled)
Mental Health Centers
Community Health Center and Providers
Job Service Center (Department of Labor)
JTPA (Summer Youth Program, Employment Training Youth Program)
Division of Youth Services (Ajudicated Youth Out of Home Placement), etc.

9. **When does the Legislation take effect?**

July 1, 1991, however, there are requirements that must be completed this spring.

10. **What about students who will not have a staffing during the Spring?**

For these students, the transition goals and objectives can be added to the IEP during annual reviews, initial staffings and triennials scheduled between August, 1991 and March 30, 1992.

11. **What about students who are almost 16?**

If a 15 year old student will turn 16 before his/her next annual or triennial review, then transition should be addressed in the IEP

12. **What specifically should be included in the IEP this Spring?**

A. Each student should have goal(s) and objective(s) that address employment development which can relate to the following areas:

Career Awareness
Activities designed to assist students in gaining awareness of a variety of occupations available.

Career Exploration
Explore careers that meet their interests and skills (can include job shadowing, vocational assessment, job experience, etc.)

Preparation and Training
Preparing for a career (can include vocational training, work experience, related classroom instruction in obtaining and maintaining employment, exploring post-secondary training options, etc.)

B. Goals and Objectives regarding acquisition of daily living skills.(the areas can include:
Self Help Skills
Accessing the Community
Recreation and Leisure Skills
Social and Emotional
Managing Health Needs, etc.

C. For students close to graduation (i.e., last two years of high school), Interagency linkages should be addressed. In other words, identify adult service agency or agencies that will be contacted for transition support.

D. Community experiences should be included in the objectives as one way to provide employment development and acquisition of Daily Living Skills.

E. If a student has not had a functional vocational evaluation, some provisions for this should be addressed. This can include job shadowing, interest inventories, formal vocational evaluations, functional vocational assessment, checklist, etc.

13. <u>What support will be available during the 1991-92 school year from the Colorado Department of Education to implement the transition section of PL-94-142?</u>

Currently, Colorado is applying for a Federal Systems Change grant to assist with this effort.

The Colorado Interagency pilot project is nearing completion and a manual is being written. Regional training will be held during the next school year to assist local teams in developing their transition planning process.

In the Fall, each district will have the opportunity to have a team trained to present an awareness level transition workshop to parents and educators in their system. All materials and training curriculum will be provided to districts; the technical assistance effort will also be expanded.

A transition issues curriculum designed for 11th and 12th graders typically served in resource rooms will be available in the Fall to meet some of the instructional requirements of this mandate.

If you need further information, please feel free to call me at 866-6715.

SJM/mr

cc: Special Education Directors
RCCF Directors
Joan Rademacher, Adams 14 School District

ACE-Mat.2

INDIVIDUAL TRANSITION WORKSHEET AND PLAN

Date of Meeting_____ Name_____ Social Security #_____-_____-_____

Age_____ D.O.B._____ Phone_____ Sex M F Race_____

Address_____ Parents Name_____

Street City State Zip Occupation_____

Marital Status_____ Disability (Primary)_____ (Secondary)_____

SCHEDULE	CLASS	TIME
Grade_____	1.	
School_____	2.	
Teacher_____	3.	
Phone_____	4.	
Available_____	5.	
_____	6.	
_____	7.	

DOCUMENTS	IN PLACE	DATE	NEEDED	PERSON RESPONSIBLE
Psychological	[ ]	_____	[ ]	_____
Developmental. History	[ ]	_____	[ ]	_____
Adaptive Behavior Scale	[ ]	_____	[ ]	_____
Vocational Assessment	[ ]	_____	[ ]	_____
Individualized Ed. Plan	[ ]	_____	[ ]	_____
Educational Assessment(s)	[ ]	_____	[ ]	_____
Other: Specify_____	[ ]	_____	[ ]	_____

AGE AND DATE OF EXIT FROM SCHOOL
AGE:_____
DATE:_____

WORK EXPERIENCE	LOCATION	COMMENT

GOAL(S)	BARRIER(S)
Financial	
Vocational	
Living Arrangements	
Personal Management	
Leisure and Recreation	
Transportation	
Medical Services	
Advocacy/Support/Legal Services	
Personal/Family Relations	
Academic	

Alan Stroh, St. Vrain School District

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INDIVIDUAL TRANSITION WORKSHEET AND PLAN - PAGE 2

NAME:_____ DATE:_____

NEEDS

Financial	Transportation
Vocational	Medical Services
Living Arrangements	Advocacy/Support/Legal Services
Personal Management	Personal/Family Relations
Leisure and Recreation	Academic

PLAN OF TRANSITION: (Prioritized)

Item	Person Responsible	Target Date	Completed
1.			
2.			
3.			
4.			
5.			
6.			
7.			

Next Expected Review Date:

MEMBERS PRESENT

Client (Student):_____ Parent:_____ Service Provider:_____

Vocational Representative:_____ Division of Rehabilitation:_____ Administrator:_____

Other:_____(Capacity)_____ Other:_____(Capacity)_____

Other:_____(Capacity)_____ Other:_____(Capacity)_____

INDIVIDUALIZED TRANSITION PLAN WORKSHEET OF OPTIONS

SUGGESTED SCHEDULE OF TRANSITION ACTIVITIES

ITEM	YEARS FROM EXIT FROM SCHOOL						MINIMUN AGE	REVIEW
GENERAL	1	2	3	4	5	6		
Vocational goals on I.E.P	X	X	X	X	X	X	6	Yearly
Attend I.E.P. Meeting	X	X	X	X	X	X	6	Yearly
Attend Transition Plan Meeting	X	X	X	X	X	X	12	Yearly
Community Based Curriculum	X	X	X	X	X	X	6	Yearly
Independent Mobility	X	X	X	X	X	X	Varies	Yearly
Advocacy/Support Group Involvement	X	X	X	X	X	X	Birth	Yearly
Recreation Services	X	X	X	X	X	X	6	Yearly
Vocational Assessment	X	X	X	X	X	X	12	Yearly
Specific Vocational Training	X	X	X	X	X	X	16	Yearly
In-School Job	X	X	X	X	X	X	12	Yearly
Sheltered or Supported Employment	X	X	X	X	X	X	16	Yearly
Competative Employment	X	X	X	X	X	X	14	Yearly
REFERRALS								
Division of Rehabilitation	X						16	Yearly
Private Industry Partnership	X	X					15	Yearly
Board of Developmental Disabilities	X	X	X	X	X	X	16	Yearly
Alternative Living Centers	X	X	X	X	X	X	15	Yearly
Social Services	Varies According to the Individual Need							Yearly
Mental Health	Varies According to the Individual Need							Yearly
Health Care Facilities	Varies According to the Individual Need							Yearly
ENTITLEMENTS								
Supplemental Security Income	X	X	X				18	Yearly
Medicade	X	X	X				18	Yearly
Social Security Benefits	X	X	X	X	X	X		Yearly

TRANSITION GOALS CHECKLIST FOR EXIT FROM PUBLIC SCHOOL SYSTEM

Possible Residential Options
[ ] Group Home
[ ] Intermediate Care Facility
[ ] Supported Apartment Living
[ ] Alternative Living Situations:
Specify:_____
[ ] Independent Living

Possible Vocational Options
[ ] Day Activity Center
[ ] Sheltered Employment
[ ] Supported Employment
[ ] Independent Community Employment
[ ] Post Secondary Education
Specify_____

Possible Financial Responsibility
[ ] Make Independent Purchases
[ ] Own Checkbook
[ ] Own Savings Account
[ ] Pay Own Bills
[ ] Have Co-signature Checks
[ ] Other: Specify_____

Possible Personal Management Options
[ ] (Supported) Self Care
[ ] (Independent) Self Care
[ ] (Supported) Food Preparation
[ ] (Independent) Food Preparation
[ ] (Supported) Household Management
[ ] (Independent) Household Management

Possible Transportation Options
[ ] Public Transportation
[ ] Drivers License
[ ] Other: Specify:_____

Other Transition Options
[ ] _____
[ ] _____
[ ] _____
[ ] _____
[ ] _____
[ ] _____
[ ] _____
[ ] _____
[ ] _____

GUIDELINES TO
TRANSITIONAL AREAS OF CONCERN

FINANCIAL (Sources of Income and Support)
- _____Insurance
- _____Supplemental Security Income
- _____Social Security Benefits
- _____Earned Income
- _____Unearned Income
- _____Public Assistance
- _____Trust/Wills
- _____Other Assistance
- _____Food Stamps
- _____Post Secondary Financial Aid

VOCATIONAL
- _____In-school Jobs
- _____Community Based Employment
- _____Inter-agency employment
- _____Inter-agency employment
- _____Sheltered Workshop
- _____Vocational Assessment
- _____Supported Employment
- _____Vocational Training
- _____Sheltered workshop
- _____Rehabilitation Facilities

LIVING ARRANGEMENTS
- _____With family
- _____Group home
- _____Semi-independent living
- _____Adult foster care
- _____Sheltered care living
- _____Independent living
- _____Shared living (roommate)
- _____Immediate care facility

PERSONAL MANAGEMENT
- _____Household management
- _____Use of Social Skills
- _____Agency utilization
  - Specify_____
  - Specify_____
- _____Sex Education
- _____Counseling/Therapy
- _____Money Management
- _____Hygiene
- _____Parenting Skills
  - _____Tax preparation
  - _____Insurance
  - _____Drug Education
- _____Motoric Skills

LEISURE AND RECREATION
- _____Use of recreation facilities
  - _____City
  - _____Private
- _____Class at Community College
- _____Use of Parks systems
- _____Use of organized groups-
- _____Use of independent facilities
  - _____Bowling
  - _____Skating
  - _____Other
- _____Use of library

TRANSPORTATION
- _____Use of Public Transportation- train, bus, taxi
- _____Use of Private Specialized services
- _____Specialized equipment- electric wheelchair, etc.
- _____Independent Transportation
  - _____Bicycle
  - _____Automobile

ADVOCACY/SUPPORT/LEGAL
- _____Guardianship
- _____Local Advocacy Group
- _____Legal Counsel
- _____Rehabilitation Counselors
- _____Wills/Trusts_____Daily (long term) care
- _____Regional/National Advocacy Groups
- _____Church

MEDICAL SERVICES
- _____Own physician
- _____Care Facilities
- _____Financial Resources/local
- _____Intermittent care
- _____Free Clinics
- _____Dental Care
- _____Financial Resources/other SSI/SSDI/etc.
- _____Insurance, Medicare

PERSONAL/FAMILY RELATIONS
- _____Mental Health facilities
- _____Counselors: Personal, Genetic Family, etc.
- _____Church organizations
- _____Family Counselors
- _____Rehabilitation Counselors
- _____Health Aide, Home attendant

ACADEMIC
- _____Reading
- _____Computational Skills
- _____Other:
  - Specify_____
- _____Vocabulary
- _____Writing Skills

CHAPTER THREE

CURRICULUM

Many ACE coordinators have expressed frustration at the apparent lack of available materials for teaching students employability skills in the ACE-related instruction class. No single textbook is sufficient for an ACE program because of the range of abilities that students demonstrate. This chapter provides information about the design of outcome-based curriculum and functional curriculum materials. As shown in Figure 11, the process of curriculum design begins with a general focus that becomes more specific as the ACE coordinator determines the type of curriculum model to be used, optimal instructional methods, and specific classtime activities. Curriculum development culminates in writing daily lesson plans. All of these topics are addressed in this chapter. Further information about available curricula can be found in Chapter Four.

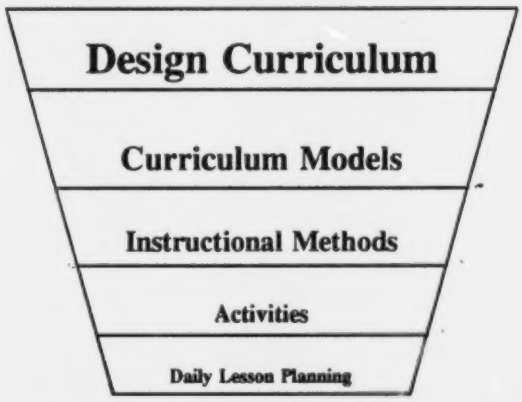

Figure 11. Curriculum design process.

DESIGNING CURRICULA

We believe that curriculum must be matched to student needs and learning styles and to the priorities and philosophies of each school. The methods and suggestions that follow are offered only as examples to explain how instruction might be presented. It is recommended that curriculum be focused first around student needs with consideration for the philosophies and priorities of each service provider. This manual offers several examples of curriculum design from broad themes down to actual daily classroom activities. Since restructuring and integration efforts are currently underway in many districts, the courses or subjects in which the actual instruction takes place will not be suggested. It is recommended that the local staff collaborate to determine which course content would be most appropriate for presentation of each theme in each grade. If planning is approached in this manner, with involvement of local staff, curriculum will have a better chance of being more inclusive and less redundant. Involvement of local staff could also increase interest and assistance in other collaborative activities.

Here are some basic steps for designing or even evaluating the existing curriculum:

1. Analyze what is to be taught.
2. Sequence the content to be taught.
3. Develop performance objectives.
4. Design an evaluation.
5. Design/determine instructional methods.
6. Prepare/identify media and materials.

Determining the Content

The following pages offer a format for moving through the steps listed above at the local level. The first is a crucial step and the outcome will drive all of the rest of the activities. It is recommended that the analysis of instruction be performed using a group process and in-house staff. A consultant or facilitator might be helpful. The questions in Figure 12 should be considered when determining what should be taught (adapted from Falvey, 1989):

A. Are the skills FUNCTIONAL for the student?
1. Are the skills being considered chronologically age appropriate? 2. Are these skills required across a variety of environments? 3. Can these skills be used often? 4. Does someone have to perform the skill for the student? 5. What skills would the student desire? 6. What is the student's present level of performance of these skills? 7. What independent living skills are being addressed? 8. Are the skills related to the student's occupational experience?
B. Will the skills result in GOOD CITIZENSHIP SKILLS for the student?
1. What skills does society value? 2. What are non-high risk peers being taught? 3. What are non-high risk peers doing? 4. What skills will reduce normal/high risk discrepancy? 5. What skills will increase opportunities for interaction with non-high risk peers? 6. What skills will lead to less restrictive alternatives? 7. What skills will promote independence?

C. What are the SKILL/TASK characteristics?
1. What are the skills involved in this task? 2. What are the skills needed for or enhanced by this task? 3. What skills will meet the largest variety of the student's needs? 4. What skills will make maximum use of the student's learning strengths and styles? 5. What skills will provide opportunities for practice? 6. What family needs have been considered when determining skills?

Figure 12. Instructional content analysis.

Curriculum ideas are presented in the remainder of this chapter. The first curriculum model is outcome-based, functional models of curriculum are presented next, followed by applied academics and the new employability skills. These models are not necessarily used exclusive of each other but contain many similarities. Each focuses on fitting curriculum to student needs instead of fitting students to curriculum, and each is an example of activity- and performance-based instruction.

CURRICULUM MODELS

Outcome-Based Curriculum

Outcome-based instruction, also called competency-based instruction, is not a new concept to educators, especially those who work with special populations. Brookhart and McGuire (1990) define outcome-based instruction as a systematic approach which focuses on learner outcomes. Spady (1987) posits that outcome-based instruction defines performance standards and curriculum expectations for all programs of study, while enabling staff to make better use of time, teacher talents, curriculum articulation and student learning capabilities.

When using outcome-based instruction, clusters of skills and knowledge (competencies) are presented, and the learner demonstrates mastery of these competencies. Each skill is based on a set of performance objectives which are explicit in terms of: **condition** (the circumstances under which the student will be required to perform the skill); **performance** (the exact actions required of the student); and **standard of performance** (the criteria for acceptable completion). The mastery level, or the completion criteria of the task, is the basis for evaluation of the student in regard to the required competency levels. By using a process called task analysis, all skills are broken down into small, incremental steps. Brookhart and McGuire (1990) suggest that the task analysis process be facilitated by having professionals in the specific profession determine if the task requirements are actually up to date, or at industry standard, and necessary for the mastery of the particular area of instruction.

In order to progress to a higher level skill, the requisite skill(s) should be mastered at a pre-determined criterion level (at least 85%). Upon completion of the instructional sequence, evaluation is not a difficult issue with which to contend since using the predetermined task

analysis of the skill provides the ready-made criteria upon which mastery is determined. A student has either mastered or not mastered the skill. If the skill is not adequately learned, the student and the teacher can find the exact trouble area by reviewing the steps in the incremental task analysis. This built-in correction feature can save time for the teacher and reduce anxiety for the student since it is so easy to pinpoint the exact area of confusion.

The "beauty" of outcome-based instruction is that there are no surprises for teachers, students, administrators or parents. Students are always aware of what is required of them in terms of performance criteria and time constraints. This facilitates making the students part of the team and enables them to be active partners in their own education. Allowing students to take responsibility for their own education is not only sound philosophically but is mandated by Carl Perkins. Students actively involved in accomplishing educational goals are also more committed to getting a quality education. This makes the whole learning process easier for all of us.

The following outcome-based curriculum of **Suggested Program Competencies** is offered as a guide only. Each school program may decide to select only a few of these, to modify them, and/or to devise other competencies which are more applicable. The priorities of each school, integration with other programs and available materials and resources may be deciding factors in prioritizing competencies. The first section of this curriculum lists four domains that should be considered and prescribed for all students. These could be required as a part of the program planning. The terms of these requirements may be tailored to each student individually in the spaces below each domain. The columns to the left may be modified for use in annual, quarterly or weekly record keeping, determining each student's expected levels of competency, for beginning or ending dates, or for review dates. The remainder of the curriculum lists competencies to be taught in the ACE program. Beneath each theme is a set of objectives that can be taught over the course of the four-year high school program. This curriculum is differentiated, which means each objective represents an outcome to be taught. The outcomes can be taught sequentially beginning in the ninth grade.

SUGGESTED PROGRAM COMPETENCIES

NAME:_____ DOB:_____ PHONE:_____

CURRENT ADDRESS:_____ CITY:_____ ZIP:_____

THEMES	9	10	11	12	
ORIENTATION: The student will demonstrate an understanding of the program by successfully completing orientation activities.					
ASSESSMENT: The student will complete the appropriate assessment instruments required to complete a personalized program plan.					
BASIC SKILLS: The student will demonstrate competency in computation, reading and writing to the identified appropriate grade level.					
TRANSITION: The student will address the needs to consider future planning, to prepare for changes and separations, and to develop the systems necessary to ease into these changes.					

Developed from Curriculum Design Workshops:
Solomon, D., & Starck, T.J., Colorado State University

THEMES	9	10	11	12	
SELF-AWARENESS: The student will recognize personal wants and needs as they relate to expanding an understanding of self.					
Recognize the relationship of interests, aptitudes and achievements to their goals.					
Recognize that members of family play roles to solve problems and achieve goals.					
Learn to express feelings in a socially acceptable manner.					
Become aware that participation in various groups influences personal development.					
Become aware that all people possess unique characteristics.					
Learn to establish personally relevant goals.					
EDUCATIONAL AWARENESS: The student will develop an understanding that learning is related directly to skill development.					
Recognize that learning is a continuous process occurring in and outside of school.					
Recognize that educational experiences are a part of career (roles) development.					
Recognize that different career directions require varying types of educational experiences and preparation.					
Recognize the significance of language, information, computational and reasoning development as a means of achieving goals.					
Understand how education affects the accomplishment of necessary tasks for both students and adults.					
Understand how school classes and activities will relate to use of time throughout life.					
CAREER AWARENESS: The student will demonstrate knowledge of appropriate family leisure, community and occupational activities available, and the relationship of these activities to various lifestyles.					

THEMES	9	10	11	12	
Understand the variety of occupations found in a global market.					
Understand the way in which occupations relate to needs and functions of society.					
Determine the qualifications related to performing the basic tasks of various occupations.					
Recognize that development includes progression through stages of educational and occupational experiences.					
Understand the relationship between career and lifestyle.					
Become aware of the existence and importance of the interdependency of occupations.					
ECONOMIC AWARENESS: The student will recognize the differing social and economic needs in society.					
Understand the relationship between personal economics, lifestyle and occupational roles.					
Understand the range of social and economic benefits associated with various occupations.					
Understand how wealth is accumulated through savings and investments and how it may influence career and lifestyle.					
Understand the relationship of present and planned occupational status to economic trends found in community, state and nation.					
Understand basic economic principles and systems.					
Acquire consumer skills that allow independent living in the community.					
DECISION MAKING: The student will learn to make choices in relation to setting and attaining reasonable goals.					
Identify and state personal goals as a part of making career decisions.					
Become proficient in identifying and using resource information in making decisions.					

THEMES	9	10	11	12	
Understand decision making includes responsible action in identifying alternatives, selection consistent with goals and taking steps to implement action.					
Identify factors that affect choice.					
Recognize the responsibility of the outcomes of decisions.					
Demonstrate skill in rational decision making.					
ACADEMIC COMPETENCY: The student will develop skills for communication, computation and problem solving.					
Develop the skills required to identify the objectives of a task, specify resources, outline procedure, perform operation and evaluate.					
Become familiar with the use of basic tools, equipment and materials associated with business, commercial and industrial activities.					
Develop an understanding of the interpersonal relationships resulting from interaction of people in various roles.					
Develop educational competency before moving to the next stage of preparation in the academic area of choice.					
Develop skills necessary for employment in occupational area of choice.					
Recognize and understand rights and responsibilities in a democratic society.					
EMPLOYABILITY SKILLS: The student will demonstrate appropriate employability skills and attitudes prior to seeking employment.					
Recognize the implications of working with and without supervision, independently and with others.					
Relate information about self in selecting, learning or performing duties.					
Develop the work habits and attitudes necessary to enter employment in the area of choice.					

THEMES	9	10	11	12	
Develop awareness of various factors that influence progress on a job.					
Develop tools necessary for job acquisition.					
Be able to identify skills that may be transferred to various occupational areas.					
ATTITUDES AND APPRECIATION: The student will understand the individual differences that contribute to progress in social, economic and technological areas.					
Recognize the responsibilities to self and others when accepting a task.					
Recognize individual differences and become tolerant in interpersonal relationships.					
Understand the interrelationships of the life roles.					
Demonstrate an understanding of environmental consequences of their behaviors.					
Show an understanding and appreciation for life-long learning.					
Demonstrate attitudes and skills that contribute to eliminating stereotyping.					
JOB SURVIVAL: The student will demonstrate knowledge of vocational attitudes and skills necessary to maintain employment.					
Demonstrate imaginative thinking skills, e.g., new ways to do things.					
Demonstrate the ability to improvise, e.g., complete tasks making maximum use of available equipment and materials.					
Demonstrate ability to follow specific directions and accept responsibility for the outcome of individual input.					
Function cooperatively with individuals outside the school environment.					
Utilize suggestions about improving skills and/or critiques of work performed.					

THEMES	9	10	11	12	
Exhibit willingness to accept assignments or responsibilities.					
TRANSITION: The student will develop the abilities to understand the concept of change and upcoming separation from the school environment.					
Demonstrate individual's relationship with home, school and community in transition planning.					
Demonstrate awareness of post-secondary options and opportunities.					
Identify individual abilities to understand and cope with change.					
Develop a post-high school plan, identifying steps to implementation in transitional areas. Legal, medical, educational, housing, transportation and community resources.					
Identify the elements of change and impact upon the individual. List 3 areas of anticipated change in the next 10 years.					
Develop ability to access community programs that are of assistance in employment, legal, social services, transportation and recreation.					
INDEPENDENT LIVING SKILLS: The student will demonstrate a level of independent living skills necessary to maintain employment.					
Use catalogs, consumer guides and other references to identify and evaluate products and services.					
Demonstrate proficiency in dealing with personal financial affairs (forms, loans, credit, interest rates).					
Demonstrate ability to maintain records of income and expenditures (e.g., budget, bank statements, charge accounts).					
Determine legal rights and responsibilities of individual in common contractual agreements, e.g., loans, purchase agreements, rental or lease agreements.					
Demonstrate proper use and maintenance of various forms of transportation.					

THEMES	9	10	11	12	
Demonstrate ability to access community resources that assist the individual to meet personal, financial and family needs.					
RELATIONSHIPS: The student will demonstrate intra- and interpersonal skills necessary for cooperative participation in society.					
Demonstrate sensitivity to cultural differences interacting with a variety of people.					
Demonstrate the need for beneficial relationships between self and others in order to accomplish a task.					
Show various methods of effective communications with other people.					
Recognize the responsibilities to self and others in accepting and completing tasks.					
Recognize individual differences and demonstrate tolerance in interpersonal relationships.					
Identify cultural forces of social, economic, educational and cultural that have influenced and will influence development.					
COMMUNITY: The student will demonstrate an awareness of the interdependent role of a participant in our democratic communities.					
Identify community resources and responsibilities as citizens in the community.					
Demonstrate understanding of responsibilities as citizens in the community.					
Develop a plan demonstrating involvement and its importance to the community.					
Demonstrate understanding of civic responsibilities in living in a democratic society.					
Demonstrate awareness of at least one major environmental issue in your community.					
Identify examples of services received in the community as a result of tax revenue.					

THEMES	9	10	11	12	
CONSUMER SKILLS: The student will demonstrate the skills necessary to make appropriate decisions regarding personal and family finances.					
Demonstrate knowledge of financial institutions and working use of their services for the consumer, including credit.					
Demonstrate understanding of consumer rights.					
Demonstrate the proper procedure when confronted with consumer fraud, unsatisfactory services, products, etc.					
Identify three types of insurance policies, demonstrate insurance resource access and define basic insurance industry terms.					
Identify three methods a person can use to locate legal representation.					
Demonstrate basic understanding of economic principles and systems--capitalist, communist and socialist.					
WELLNESS AND HEALTH: The student will demonstrate an understanding of the systems related to physical and mental health.					
Demonstrate understanding of adult crises and solutions (loss, physical/mental health problems, etc.)					
Understand effects of stress and skills for coping with it.					
Develop and demonstrate a vocational interest or skill.					
Demonstrate recognition skills of health symptoms related to common health problems.					
Demonstrate understanding of diet, exercise, good eating habits as a preventative health measure.					
Demonstrate understanding of how body systems relate to the physical and mental health of an individual.					

Characteristics of a Functional Curriculum

In a functional curriculum, students are provided age-appropriate instruction to assist them in performing tasks necessary to function in the various environments or domains: Education, vocational, domestic, recreation/leisure, community life and their sub-environments. Therefore, whenever possible, the functional curriculum focuses on the basic skills specific to real life situations. A curriculum which is considered functional contains the following sample characteristics.

1. *Focuses on student-centered rather than content-centered activities.* Skills are taught which pertain to individual students' needs.

2. *Builds upon real life experiences.* Instead of building basic math skills, the applications are in daily living activities such as balancing a checkbook or following a recipe.

3. *Involves cooperation between students, teachers, family and community in planning and implementing the learning experiences.* Necessary and desirable skills for acquisition are identified and prioritized.

4. *Emphasizes process-oriented objectives such as problem solving.* These process skills delineate methods which will generalize from one situation to the next and allow the student to learn skills necessary in a number of settings.

5. *Provides activities which center on small groups and individuals.* Skill training is highly individualized and specific to the individual's life situation. Small groups may be used when skills common to several individuals are addressed, particularly in the social and recreation and leisure areas.

6. *Allows teacher to function as a guide to student learning.* It is with the knowledge of the students' environments and the priority of necessary skills that the teacher guides the skill acquisition process. As a guide, the teacher does not "lecture" but purports to be a second (better informed) brain to use in the learning process.

7. *Often involves teams of professionals from various disciplines.* This enables students with special needs of all ages to better generalize the skills being acquired.

8. *Permits students to acquire skills through active participation in the task at hand.* Activities focus on practical, everyday, "hands-on" experiences.

(Adapted from Wimmer, D. (1981). Functional curricula in the secondary schools. Exceptional Children, 47, 610-616.)

Functional curriculum instructional objectives are individualized according to the student's age and needs. No one specific commercial curriculum is available that could be used to guide the instruction process. Instead, instructional plans are developed using a variety of resources, including the instructor's creativity, and keeping in mind the above-mentioned characteristics. Missouri LINC offers an overview of curriculum that could be presented to students. Further, we have highlighted two functional content areas--Applied Academics and Employability Skills.

MISSOURI LINC FUNCTIONAL CURRICULUM FOR TRANSITION

EMPLOYABILITY SKILLS

- Accept responsibility by participating in care of work area
- Apply basic measurement concepts
- Arrive on time
- Ask questions when not certain of procedure
- Communicate with peers
- Communicate with those in authority
- Complete questionnaire or job application form
- Demonstrate attendance according to school policy
- Demonstrate basic hygiene in care of body
- Demonstrate basic personal grooming
- Dress appropriately
- Follow multiple step oral directions
- Follow multiple step written directions
- Identify strategy for gaining job-related information
- Organize work spaces and materials
- Show respect for property of others
- Speak clearly with a pleasant tone
- Tell time
- Use a calendar
- Use basic safety concepts
- Use/communicate on the telephone
- Work independently with minimal supervision
- Write or print legibly

STUDY SKILLS

- Locate information using index of manuals and texts
- Locate information using table of contents of manuals and texts
- Obtain notes/instructions from chalkboard or bulletin board
- Proofread to identify errors
- Read charts, graphs, tables, and diagrams
- Read reference lists
- Use a calculator
- Use a dictionary to check spelling
- Use a dictionary to find word meaning

ACADEMIC STUDY SKILLS

- The study place
- Scheduling time
- Listening skills
- Improving your memory
- SQ3R
- PQRST
- Note taking
- Skimming for purpose
- Sequencing
- Drawing conclusions
- Summarizing
- Interpreting ideas
- Using charts, graphs, indexes and keys
- Forming opinions and generalizing

INDEPENDENT LIVING SKILLS

- Telephone skills
- Newspaper skills
- Transportation skills
  - Using public transportation
  - Car ownership and management
- Money skills
  - Budgeting
  - Bill paying
  - Banking
- Use of the calculator
- Shopping skills
  - Food
  - Clothing
  - Other
- Menu planning
- Cooking skills
- Home and yard maintenance
- Survival reading
- Measurement skills
- Leisure time skills

COMMUNICATION SKILLS	
• Responds appropriately to oral directions and requests • Express needs, wants, feelings, and thoughts clearly • Participates in conversations • Uses language courtesies • Applies appropriate body language • Listens in order to communicate • Selects tactful responses to statements • Maintains eye contact • Makes telephone calls	• Writes and interprets notes and messages • Uses appropriate tone of voice for conversations • Speaks at an appropriate rate of speed • Avoids arguments • Interprets when a conversation has ended • Asks appropriate questions • Discusses topics of interest to others • Selects appropriate language for specific situations
SOCIAL SKILLS	
• Human awareness • Self-esteem • Personal rights • Relationships • Feelings • Solving problems • Sexual knowledge • Communication	• Compliments • Assertiveness • Listening skills • Speaking skills • Accepting criticism • Showing initiative • Respecting authority
HEALTH AND GROOMING SKILLS	
• Bathes daily • Washes hands at appropriate times • Uses deodorant • Wears clean clothing • Keeps hair clean • Wears appropriate shoes for situation and dress • Selects appropriate clothing for situation	• Eats appropriate foods to maintain health • Maintains regular dental and physical care to stay healthy • Demonstrates appropriate posture • Gets enough sleep • Participates in recreational/leisure activities • Maintains a positive attitude
LEISURE SKILLS	
• Plays games • Participates in sports and physical fitness activities • Studies nature and natural objects • Engages in hobbies	• Engages in craft activities • Engages in art activities • Engages in a variety of entertainment activities • Participates as a spectator in sports

Figure 13. Functional curriculum.

Applied Academics

Applied academics is the practical application of the basic skills (reading, oral and written communication, math, etc.) to the following domains: vocational, domestic, recreation/leisure and community. For example, *vocational math* -- compute payroll; *domestic math* -- develop a household budget; *recreation and leisure math* -- visit a restaurant, check the bill and tabulate a tip; and *community math* -- purchase fare and ride public transportation.

The goal of learning activities is to provide students with the necessary skills to manage their lives. This may include providing skills which will assist with normalization in order to more successfully interact with their nonhandicapped peers.

Examples of applied academics are:

Math	•	balancing a checkbook
	•	preparing income tax forms
	•	planning personal budgets
	•	preparing a recipe
Reading	•	comparing consumer products by description
	•	identifying contents and ingredients in food packages
	•	following written directions
	•	ordering from a menu
Writing	•	completing a job application
	•	preparing a grocery list
	•	addressing envelopes
	•	taking phone messages
Social Studies	•	comparing features of community transportation systems
	•	identifying key political figures
	•	describing personal/family background and cultural differences
	•	identifying major points on city map
History	•	discussing major historical events
	•	identifying basic rights
	•	naming and understanding the significance of major holidays
	•	learning the national anthem
Science and Biology	•	planting a garden
	•	counting calories
	•	developing nutritional menu plans
	•	caring for houseplants
	•	understanding the effects of drugs and alcohol

Applied academic objectives are selected according to their usefulness to the student both in school and in anticipated future environments. Whenever possible, functional skills must be integrated into the developmental curriculum in the form of practical, applied academics. These objectives should be taught as an integral part of the ACE curriculum.

Employability Skills

Fourteen studies were considered by Gary Natriello (1989) to determine what employers want in entry-level workers. The strongest trend in the results of these studies is the importance that employers place on employee attitudes. The second theme in the majority of studies was an emphasis on basic academic skills as opposed to job specific skills. Employers were particularly interested in communication and problem-solving skills. There was a strong indication, therefore, that job-related specific skill training was not a priority consideration. The following figure shows the curriculum content employers view as a priority. The Colorado Department of Education's list of employability skills is found in the Appendix. This curriculum list is the result of in-depth interviews with employers and young, entry-level employees in Colorado. For more information about this list, contact Richard Hulsart, Colorado Department of Education, 303/866-6685.

WHAT ENTRY LEVEL SKILLS DO EMPLOYERS WANT?

- ☑ Read and comprehend policy and instruction manuals as well as technical material.
- ☑ Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics.
- ☑ Read and comprehend policy and instruction manuals as well as technical material.
- ☑ Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics.
- ☑ Read and comprehend policy and instruction manuals as well as technical material.
- ☑ Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics.
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- ☑ Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics.
- ☑ Read and comprehend policy and instruction manuals as well as technical material.
- ☑ Write sentences with correct sentence form, spelling, punctuation, and other matters of mechanics.

Figure 14. Entry-level employability skills.

INSTRUCTIONAL METHODS

These are the principal methods by which instruction is provided to students. A few additional methods are listed in Figure 15. These methods are provided to help ACE coordinators consider the variety of strategies they can use to enhance student learning.

Comparative Analysis -- a thought process, structured by the teacher, employing the description, classification, and analysis of more than one system, group, or the like, so as to ascertain and evaluate similarities and differences.

Cooperative Learning -- a process in which members of the class, working cooperatively rather than individually, formulate and work toward common objectives under the guidance of one or more leaders.

Demonstration -- an activity in which the teacher or another person uses examples, experiments, and/or other actual performance in order to illustrate a principle or show others how to do something.

Diagnosis -- the continuous determination of the nature of learning difficulties and deficiencies, used in teaching as a basis for the selection (day-by-day or moment-by-moment) of appropriate content and methods of instruction.

Discussion -- an activity in which pupils, under teacher and/or pupil direction, exchange points of view concerning a topic, question, or problem in order to arrive at a decision or conclusion.

Directed Observation -- guided observation provided for the purpose of improving the study, understanding, and evaluation of that which is observed.

Dramatization -- learning experiences concerned with expressive interpretation of ideas, concepts, and/or roles.

Drill -- an orderly, repetitive, learning activity intended to help develop or fix a specific skill or aspect of knowledge.

Experimentation -- an activity involving a planned procedure accompanied by control of conditions and/or controlled variation of conditions together with observation of results for the purpose of discovering relationships and re-evaluating the reasonableness of a specific hypothesis.

Field Experience -- educational work experience, sometimes fully paid, acquired by pupils in a practical service situation. Reference to cooperative on-the-job training is not recorded under this heading.

Field Trip -- an educational trip to one or more places where pupils may study the content of instruction directly in its functional setting, e.g., a trip to a factory, newspaper office, or fire department.

Laboratory Experience -- learning activities carried on by pupils in a laboratory designed for individual or group study of a particular subject-matter area, involving the practical application of theory through observation, experimentation, and research, or in the case of foreign language instruction, involving learning through demonstration, drill, and practice. This applies also to the study of art and music, though such activity, in this instance, may be referred to as a studio experience.

Lecture -- an activity in which the teacher gives an oral presentation of facts or principles, the class frequently being responsible for note-taking. This activity usually involves little or no pupil participation by questioning or discussion.

Listening -- activities provided for pupils to learn by auditory means.

Manipulative and Tactile Activity -- activity by which pupils utilize the movement of various muscles and the sense of touch in order to develop manipulative and/or perceptual skills.

Modeling and Imitation -- an activity frequently used for instruction in speech in which the pupils listen to and observe a model as a basis upon which to practice and improve their performance.

Practice -- an activity in which pupils have opportunity to put into practice those skills and understandings previously learned through other instructional activities.

Problem Solving -- a thought process structured by the teacher and employed by the pupils for clearly defining a problem, forming hypothetical solutions, and possibly testing the hypothesis.

Programmed Instruction -- instruction utilizing a workbook, textbook, or mechanical and/or electronic device which has been "programmed" to help pupils attain a specified level of performance by (a) providing instruction in small steps, (b) asking one or more questions about each step in the instruction and providing instant knowledge of whether each answer is right or wrong, and (c) enabling pupils to progress at their own rates.

Project -- a significant practical unit of activity, having education value, aimed at one or more definite goals of understanding and involving the investigation and solution of problems.

Reading -- activities including both silent reading and listening to oral reading, in which pupils get meaning from written or printed sources.

Recitation -- activities devoted to reporting to a class or other group about information acquired through individual study or group work.

Seminar -- an activity in which a group of pupils, engaged in research or advanced study, meets under the general direction of one or more staff members for a discussion of problems of mutual interest.

Shopwork -- an activity in which a group of pupils engaged in research or advanced study, meets under the general direction of one or more staff members for a discussion of problems of mutual interest.

Simulation -- a learning process which involves pupils as participants in role presentations and/or games simulating real-life situations or environments.

Testing -- a process using an examination, quiz or other procedure measuring ability, achievement and interest as a basis for the selection of appropriate content and methods of instruction, or using a sequence of single questions as a means of selecting content and/or imparting information, as is the case in programmed instruction.

Other Methods of Instruction -- principal methods other than those included above by which instruction is provided for pupils, e.g., "Inquiry" or for the deaf, an oral, manual or combined oral and manual method of instruction.

57 WAYS TO TEACH		
Instructional Methods and Techniques		
• Lecture	• Laboratory Method	• Making Assignments
• Directed Discussion	• Project Method	• Homework
• Demonstration	• Supervised Study	• Textbook
• Illustration (Example)	• Field Trip	• Workbook
• Recitation	• Drill and Practice	• Current Affairs
• Oral Report	• Review	• Resource People
• Written Report	• Testing (as a Method of Teaching)	• Peer Tutoring
Group Methods and Techniques		
• Committee	• Brainstorming	• Case Study
• Panel Discussion	• Buzz Session	• Cooperative Learning
• Debate		
Dramatic Methods and Techniques		
• Role Playing	• Sociodrama	• Story Telling
Newer Instructional Methods and Techniques		
• Questioning	• Individualized Instruction	• Language Laboratory (Electronic Study Center)
• Problem Solving	• Learning Package	• Television
• Inquiry	• Simulation Game	• Radio
• Team Teaching	• Programmed Instruction	
• Large and Small Group Instruction--Independent Study	• Computer-Assisted Instruction	
Material-Oriented Methods and Techniques		
• Chalkboard	• Filmstrips	• Films
• Flannel Board	• Exhibit	• Photographic Slides
• Picture	• Poster	• Bulletin Board
• Cartoon	• Charts	• Overhead Transparencies
• Graphs	• Maps	
• Recordings		

Figure 15. Zenger, S., & Zenger, W. (1977). Los Angeles, CA: Crescent Publications.

CURRICULUM ACTIVITIES

Thus far curriculum models and instructional strategies have been identified and discussed. In this section, activities for use in the ACE program will be addressed. These activities are based upon the list shown in Figure 15. This figure demonstrates the increased demands of the workforce. Previously, employees were required to demonstrate knowledge of the three "R's" (i.e., reading, writing, and arithmetic). Now, successful performance of the nine skills listed in Figure 16 are necessary to obtain and maintain employment. Activities for three often-overlooked areas (critical thinking, personal management, and communication skills) are presented as examples of teaching these new basic skills.

THE "NEW" BASIC SKILLS

- Able to learn rapidly.
- Competence in reading, writing and computation.
- Communication: Oral and listening skills.
- Problem-solving, problem identification and critical thinking.
- Creative thinking.
- Personal management skills: Self-esteem, motivation/goal setting, employability/career development.
- Group effectiveness skills: Interpersonal, teamwork, negotiation, collaboration.
- Influence skills: Organizational effectiveness and leadership skills.
- Data skills: Locating, manipulating and interpreting data and information.
- Computer usage.

Figure 16. Basic skills.

Promoting Critical Thinking Skills

Self esteem seems to show a positive relationship to critical thinking. While it may seem like a difficult task to enhance a student's self esteem, you may find some positive esteem results by enhancing your students' thinking skills.

Critical thinking is largely deciding what to do or believe based on careful analysis of data. It is a focused, goal-based type of thinking. It is manifest in the ability and willingness to defend actions and beliefs. According to Robert Ennis, skills associated with critical thinking are:

- Determining credibility of a source
- Distinguishing relevant from irrelevant
- Distinguishing fact from value judgement
- Identifying unstated assumptions
- Evaluating unstated assumptions
- Identifying bias
- Identifying point of view
- Evaluating evidence offered in a claim

Having mastery of these skills will obviously increase student confidence, competence, and power-elements of self esteem in academic as well as social situations.

Promoting thinking does not require any adjustment in content. It does require use of carefully selected teaching methods. Methods which promote thinking are largely interactive and interrogatory in nature.

One essential component in implementing methods which enhance thinking is to use them with caring and respect for the student. The teacher must maintain a safe environment so the student feels comfortable in being challenged and in challenging. This may be new territory for adults as well as secondary students. The teacher must not seem threatening or punitive and must provide positive reinforcement for student efforts.

There are many methods which will promote critical thinking skills in the classroom, lab, or shop. We will list a few which are readily implemented in vocational education:

- Require defense--play devil's advocate with caring and respect
- Ask students to critique their own projects
- Set up conflicting data and opinions
- Teach students how to ask questions so they question with clarity and for accuracy
- Show students how to find information and how to organize it
- Ask how information can be used, don't always tell them how
- Search for bias and expose it
- Have students debate issues in teams and then have them reverse sides

by Pat McGuire, Health Occupations Educator,
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- Promote decision making, require defense of decisions
- Positively reinforce student efforts
- Model, model, model
- Question, question, question

These methods and others will set up a critical thinking environment in any learning situation. They will also provide an opportunity for self esteem to grow. Students will not only emerge more confident but will be able to meet a challenging world with the success attitude of self esteem and the success skill of critical thinking.

Communication and Personnel Management Activities

Rationale

Human relations training is primarily concerned with two major interpersonal goals: anxiety reduction and social skills training (Colter & Guerra, 1976). Individuals able to communicate effectively demonstrate the following characteristics:

- establishment of close interpersonal relationships
- able to make decisions
- willing and able to express a variety of feelings and thoughts, both positive and negative

These are skills commonly reported as lacking in students eligible for the ACE program. The focus of the following communication activities is an assertiveness involving the recognition and expression of an individual's needs, feelings, and values. This enables the student to become more aware of himself or herself and how behaviors affect others.

General Training Procedures

1. Human relations and communications training should occur with groups of at least six members. Each student should act out a situation being experienced or anticipated.
2. An effective teaching strategy is role playing. The group facilitator and members are involved in two aspects; they become active participants in the situation and they provide feedback on the use of communication techniques.
3. Role play scenes must be relevant to the students' problems.
4. Feedback initially consists of group members' observations. Eventually tape recorders and videotape machines should be provided so that the students are able to evaluate their own performances.

Prior to beginning exercises, state the rule of confidentiality in which no information presented in the group is discussed outside the group. All exercises are presented in order from lowest to highest in difficulty, however, the order may be changed if the group leader feels it would be beneficial or if some of the exercises are found to be too easy for the group.

Possible Communication Exercises

1. **Uptight Inventory**

   Purpose: To identify things that make you feel tense and scared.

   Directions: List things that upset you.

   Examples:

   making a mistake at work
   people talking loudly in the lunchroom
   being teased or laughed at
   having your boss watch you while you work
   meeting new people
   speaking up in a group
   receiving a compliment, such as "you look nice"
   getting mad at a friend, co-worker, your parents or your supervisor
   being ignored
   telling someone (a friend, co-worker, parents, or supervisor) something nice
   people standing too close to you
   a co-worker who asks a lot of questions
   supervisors or co-workers interrupting you while you work
   having your counselor or supervisor put you down for your work

   Ask group members to list other situations which are upsetting to them.

2. **How Do You Act When You Are Upset?**

   Purpose: To identify your physical reactions when you are upset.

   Directions: Think of ways you act when you get upset.

   Examples:

   blushing
   butterflies in your stomach
   heart pounds
   feel weak all over
   get a dry mouth
   your hands shake
   sweat a lot
   voice quivers
   you cry
   you don't talk to the person
   feel sick to your stomach
   you look away from the person
   your voice gets soft
   get headaches
   can't keep your mind on the job
   have nightmares
   you worry

forget things

3. **Assertiveness Inventory**

Purpose: To target problem areas

Directions: Ask group members to answer questions honestly.

a. If someone talks too much during a group, can you ask him/her to be quiet?
b. Can you begin a conversation with a stranger at a party?
c. Do you think you are boring?
d. When a friend asks you to do something you don't want to, can you say, "no"?
e. Can you ask a friend for a favor?
f. Can you tell a friend something you don't like about them?
g. Can you tell a friend something you like about them?
h. Do you like your job?
i. Would you rather keep your feelings inside than make a scene?
j. Do you feel like people push you around?
k. If you don't agree with your counselor can you tell him/her?
l. Do you try to meet new people at work?
m. Who bothers you the most?
   - boss
   - mother or father
   - strangers
   - counselor
   - another person at work
   - a doctor
   - your probation officer
   - roommate
   - houseparent
   - police
   - brother or sister
   - boyfriend or girlfriend

Exercise: Ask students to relate specific instances when they were uptight, who was there, where it occurred, and what happened.

4. **Feelings**

Purpose: Awareness of feelings

Directions: First ask group members to list feelings such as: happy, sad, anger, nervous, disappointment, excitement, depression. Next, each group member must pick a feeling which they express with their faces, tone of voice, and body language. Group members must also give examples of situations in which the feeling might occur.

Note: Ask each member to act out the feeling or try to imagine how they look when they feel that way.

5. **Targeting Your Own Assertive Difficulties**

Purpose: To assist group members in recognizing their need for assertive skills.

Directions: Members discuss and answer questions providing examples from situations in which they are involved.

a. Are you timid, get hurt often by what others say or do?
b. Are you quiet around people?
c. Do you have trouble telling people the truth or making request such as, "please do the dishes"?
d. Are you dishonest and say things like, "it's good to see you," when you don't care for the person?
e. Do you yell at the dog or your roommate rather than the boss?
f. Are you scared to do new things, like try a new job?
g. Do you trust everyone or not trust anyone?
h. Are you scared that people won't like you?
i. Are you lonely?
j. Do you feel embarrassed when someone tells you something nice about yourself?
k. Do you think that your best friend, boss, counselor, another group member or a co-worker understand you even when you have not told them how you feel or what you are thinking?
l. Do you feel like you get pushed around by others at work or your friends?
m. Do you feel like you cannot tell others how you are feeling?
n. Can you tell your counselor if you feel scared, how about your supervisor or friends?
o. Do you feel that everyone should like you?
p. If a friend asks you to do a favor, do you feel you must do it because it is a friend?
q. Because someone is your friend, do you feel they should do what you want them to?
r. Do you think you should be perfect?
s. Do you think you should only say nice things to people?
t. Do you feel like you have the right to get mad?
u. Do you get mad at yourself?
v. Sometimes do you feel self-conscious (notice yourself)?
w. Do you think about things you wished you had said or done in situations which happened at work that day or several years ago?
x. Do you try to get out of work or other situations by saying you feel sick?

Exercise: Describe one situation that upsets you the most, then describe one situation which upset you the least. Be specific answering when the situation happened, with whom, where, what did you say and do. What did the other person say and do? What would you have liked to say? What did you think about yourself after it happened?

6. **Behavioral Assignments**

Purpose: For students to practice communication skills outside of group.

Note: Some of these assignments may be performed within the group. Students should not be given more than one assignment a week.

a. Pay a compliment to a friend.
b. Say good morning to other students.
c. Call a store and ask them how much something costs or if they have a product.
d. Ask a co-worker how they run a machine or what they do on their job.
e. Eat lunch with a new student.
f. Talk to someone new at break time.
g. Tell a friend how you are feeling that day, that minute.

Exercises Which Can Be Performed Within the Group

a. Tell another member of the group one thing you like about them and one thing you don't like.
b. Express a feeling of yours to the group.
c. Tell the group one thing about yourself which you never told anyone, particularly something good; such as, you think you have pretty eyes.
d. Try to say "I feel," "I like," "I want" or any other feeling statements at least once during the group meeting; once a week at work and finally once a day. Note: Saying "I'll hurt her/him" or "That isn't good for you" is an excuse and not a feeling!
e. Practice telephone conversation by using the teletrainers. Initially, practice opening conversations and gradually build until students are comfortably able to complete a conversation using the teletrainers.
f. Read the 'making requests' page to the group. Ask students to role play, asking the boss for a raise, asking a housemate to show them how to get to the store, asking a person on the street for directions, asking their counselor for help with a problem. Students should relate situations for role playing, too.
g. Tell someone about a recent activity you completed and enjoyed (saw a friend, watched TV, went to a movie).

Homework Exercises

1. Think about yourself and list 5 good things you like about yourself. The goal is to increase the number of times you think or say good things about yourself and to replace bad thoughts about yourself with these. For example, saying "I made a mistake but I still am a good person."
2. Have students call the information operator and ask for a number and address. Ask the operator to repeat the information.

7. **Contracting**

Purpose: To enable group members to identify their personal goals within the group.

Exercise: Ask group members to write contracts stating the following:

a. Their personal goal in the group for their future
b. What they will give to the group (listen and contribute)

c. What they want to learn from the group
d. Rules regarding attendance, confidentiality, time and place of the meetings and assignments
e. Determine specific commitments to other group members, for example, "if you do something that I enjoy, then I will do something that you enjoy, or help you do something that you want."

8. **Setting Goals**
Purpose: To assist students in writing their goals.
Exercise:
a. Ask group members to tell the group how they would like to look and behave
b. List everything that stops you from being this kind of person (age, handicap, limited education, reading problem)
c. Discuss answers to the above questions.
d. Set long-term goals:
residential (where, what, apartment, house?)
work (what kind of job, how much money?)
personal relationships (friends, lovers)
what do you want to look like?
special things you want (owning a car or driving, visiting California, etc.)
e. Set short-term goals:
discuss and list all of the steps you will have to take in order to reach your long term goals. Are your goals realistic?

9. **Role Play Situations** (taken from Galassi & Galassi, 1977)
Purpose: To practice communication skills using scripts.
Exercise: Read through the following situations with the students and practice the situations. Students may evaluate themselves using the rating form (see #12) or by feedback from the other group members.

Situation 1: You have a friend whose friendship you have valued for many years. You have always accepted this relationship and taken it for granted. Now you realize you would like to assert yourself and tell him/her how much he/she means to you.

Situation 2: You often feel quite affectionate toward your boyfriend/girlfriend/spouse, but rarely express these feelings. You and your boyfriend/girlfriend/spouse are sitting in the living room alone. You want to tell him/her how you feel toward him/her.

Situation 3: Your co-workers always seem to be teasing you about one thing or another--your new outfits, what you're planning to do, and so on. You're tired of being teased. You have decided the next time it occurs to express your annoyance and request that it doesn't occur again.

Situation 4: One of your co-workers has been quite helpful. He/she completed many of

the tasks you fell behind on when you were sick. He/she didn't have to do this for you, but you certainly felt relieved to find that your work was up to date when you returned. You want to express your appreciation.

10. **Conversational Skills**

Purpose: To be aware of others and to provide practice in communication skills.

Exercise:

a. Active looking - watch another person in the group. Say what that person looks like: age, weight, color of hair, eyes, etc.; tell the group how you felt while you looked at this person (nervous, silly, self-conscious). Now smile at that person.

b. Attending - listen closely to what a group member is saying and then repeat it. Ask if the group member feels that is what he/she said.

c. Different levels of conversation - note: these exercises should be performed within the group:

- Talk to the group about the weather, the kinds of foods in the cafeteria, state your name and address.
- Talk about your job, what do you do at work? What are your hobbies? What do you do after work?
- Tell about your best friends, what are they like?
- Tell a story from your past (make it funny or good, but not about your disability).
- Talk about your ideas, or tell something personal about yourself, such as, one of your goals or secrets. What kinds of things do you dream about doing or seeing. Do not talk about your problems or handicap. Talk about your feelings!

d. Start a conversation within the group. What questions will you ask?

e. Give the group member on your right a compliment. They must thank you and then give the group member on their right a compliment.

f. One group member speaks about him/herself using only positive terms for 1 minute, while the rest of the group listens. When the student is finished, the other group members describe the good qualities they see and like about the student for 2 minutes.

g. Read and discuss the Role Playing Situations in #11. Make students aware that people say things which are "downers" and which we react to by getting upset or mad. Ask group to think of situations when they have said "downer" remarks and times when they have heard them.

h. Discuss how the different levels of conversation affect your relationships with people; the first level is maintained with people who you first meet and the last level is usually only with good friends. Explain to students why it is important to make the distinction.

11. **Saying "No"**

Purpose: To make it easier for you to say "no."

Directions: Take each situation and think of an answer to it.

a. A co-worker always borrows change to get cokes but never has repaid you. He is now asking you for some more money at break.

b. Your best friend wants you to go with him to the movies but you want to talk to your girlfriend.

c. Your roommate never cleans up or helps you clean. Her boyfriend is coming over to visit and she asks you to help her get the apartment clean.

d. You have a co-worker who bothers you. For example, he asks you how to do his job, speaks loudly at lunch and you feel he acts childish. One day in group he blurts out, "You don't like me," you say . . .

e. A friend of your roommate is over visiting, she is playing records loudly and is not making any moves to leave although it is late and you must awaken early so that you can go to work on time.

12. Rating Form

	Yes	No	Comments
Talked about the problem.			
Did you solve the problem?			
Was your voice too loud?			
Did you make eye contact?			
Body relaxed?			
Did you say what you wanted to say?			
Did you notice how you were feeling?			
Did you talk about how you felt? (using "I felt" statements)			
Did you listen to the other person?			
Were you pleased with your performance?			

LESSON PLANNING

This is the "where are you going" part of the plan and contains the goals and objectives which are stated in terms of student performance or learning. The lesson plan is flexible; individualized for the needs, abilities, and interests of the students; and formatted according to the goals and style of the teacher. The following questions concerning how the skills will be taught should be considered prior to planning the lesson. These questions might be most helpful as guides to troubleshooting when problems arise.

1. What are the student's learning styles and strengths?
2. What is the student's learning rate?
3. How well is the student able to tolerate change, confusion, chaos, etc?
4. How well is the student able to generalize?
5. How well is the student able to respond to natural and instructional cues and consequences?
6. Where does the student have difficulty in a given sequence or activity?
7. What patterns emerge across environments, materials, cues, persons, etc., when the student has difficulty?

Two forms are suggested for use in planning lessons and utilizing the choices that have been made thus far of determining content and suitable activities. These forms help to further organize and structure lessons to prepare for daily planning. The Curriculum Planning Form is formulated around identifying objectives to meet the goals. This format may be saved and used from year to year. "Location" refers to where activities will take place and infers that some learning may take place outside of the classroom. Keeping track of the amount of time spent on objectives may be one way to determine the amount of credit earned. The Lesson Planning Worksheet may be used as a trouble-shooting form prior to lesson presentation, when students find the expectations too high, or when students are unable to complete the lesson for whatever reason.

Modifications may be made by reducing levels of mastery or expectations. Perhaps there is a need for prerequisite knowledge that may need to be added to student expectations. A method of evaluation must be predetermined for all modifications so the student and teacher agree on accountability and responsibilities.

The lesson plan form shown in Figure 17 may be used with an individual student, a group or the entire class. The format helps students focus on objectives and develop a sense of purpose as the class begins. The wording of the questions may be changed to fit the needs of the class; the intent is to ask students to recall why they are working and what they may hope to accomplish. It encourages student participation and responsibility as learners. Other helpful forms included in the appendix at the end of this chapter, are described briefly below. Each may be modified to fit individual needs.

LESSON PLAN

Name _____ Date _____

What did you accomplish today?

Tomorrow's Objectives:

1.
2.
3.
4.
5.

Method of Evaluation:

Signature _____

Figure 17. Lesson plan.

Certification of Competencies. This is one method of individualizing curriculum for each student and yet expecting an equally high standard of performance from every student. The competencies may be changed to meet local district competencies or class competencies.

Student Progress Report. This is a method of tracking student performance and increasing communication between teachers, parents and students.

Student Work Contracts. These forms are used to increase student ownership in learning and school performance.

Behavior Management Contract. This form ensures that all parties have communicated behavioral expectations. The downfall of this format lies typically in an inability to assure follow through with the agreed positive commitments at home.

SUMMARY

Although there are texts available, ACE coordinators will find that they will be responsible for designing curricula for their related classes. The need to develop one's own materials stems from the fact that most classes are addressing students with greatly varying strengths and knowledge deficits. Further, many of these students have not succeeded using more traditional forms of textbooks and workbooks; therefore, in this chapter we have presented information about designing your own curriculum. It is suggested that the ACE coordinator begin the process by carefully considering what skills would be most useful and relevant for the student. These skills might include information the student has identified as important to acquire, skills that would enable the student to perform better on a job, and skills that will facilitate the student's movement into greater independence.

A variety of curriculum suggestions have been provided in this chapter. Other topics that may be appropriate for ACE programs may be found in the sections in Chapter Two on Career and Guidance Advising and Transitional Services. Information about curriculum resources is found in Chapter Four.

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FORMS:

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EMPLOYABILITY SKILLS
COLORADO DEPARTMENT OF EDUCATION

January, 1990

A.	Job Seeking/Career Development Skills	1
B.	Math Skills	2
C.	Computer Skills	3
D.	Reading Skills	3
E.	Writing Skills	4
F.	Communication Skills	5
G.	Scientific/Technological Skills	5
H.	Business Economic Skills	7
I.	Personal Economic Skills	8
J.	Manual Perceptual Skills	8
K.	Cross Cultural Skills	9
L.	Interpersonal Skills	9
M.	Self Discipline Skills	9
N.	Work Activity Skills	10
O.	Problem Solving/Reasoning Skills	11
P.	Creative/Innovative Skills	11
Q.	Team Participation Skills	11
R.	Leadership Skills	12

A. JOB SEEKING/CAREER DEVELOPMENT SKILLS

1. Knows resources and methods of obtaining information about personal and occupational characteristics.
   (e.g., counselors, family, personal contacts, professional organizations, agencies, employers, periodicals, media, job descriptions, career information systems)

2. Demonstrates knowledge of personal characteristics:
   - Abilities
   - Aptitudes
   - Interests
   - Learning style
   - Personality traits
   - Values

3. Demonstrates knowledge of general characteristics in professional and skilled occupations:
   - Minimum qualifications/skills
   - Work conditions,
     (e.g., hours, environment, salary, vacation, sick leave, insurance, education, advancement, training)
   - Labor market information (short and long term trends)

4. Identifies career/occupational goals based on personal and occupational knowledge (i.e., matches personal characteristics with specific occupational knowledge)

5. Develops a written career plan including:
   - Short and long range educational and career goals
   - Skills needed to reach goals
   - Type of education or training needed to meet goals
   - A schedule of steps needed to reach goals
   - A record of course work taken and planned for during school career
   - A budget and possible sources of funds for further education/training

6. Engages in courses and activities important in implementing career/occupational choices:
   (e.g., selected courses, part-time employment, volunteer work, extra-curricular school activities, field trips and employer shadowing)

7. Identifies potential employers in areas of career/occupational choices and obtains specific information about these employers,
   (e.g., location, size, hours, work conditions, salary, vacation, sick leave, insurance, training required and provided, potential for advancement, travel requirements, educational benefits, products, development and operation of company)

8. Knows what position(s) one wants to seek and can demonstrate the ability to meet entry-level requirements.

9. Develops an application portfolio including:

   - Academic achievements
   - Work experiences (paid and unpaid)
   - Extra-curricular activities
   - Important documents (e.g., Social Security number, birth certificate, health certificate, work permit, driver's license)
   - References (e.g., personal, credit)
   - Attendance records

- Certificates of completion (vocational education courses)

10. Accurately completes records/documents to support job applications:

    - Descriptions of jobs sought
    - Inquiry letter
    - Resume
    - Follow-up letter

11. Accurately completes job applications
    (e.g., follows instructions; writes legibly; uses correct English, spelling; accurately completes personal, school and work records)

12. Handles interview process competently,
    (e.g., punctuality, appropriate attire and grooming, good posture, confidence, proper use of English language, knowledge of position and company, interest in position and company)

13. Seeks information about future educational/training opportunities
    (e.g., types and credibility of programs, admission requirements, financial aid information)

B. MATH SKILLS **

1. Recognizes application of mathematical skills in various occupations

2. Performs arithmetic calculations (+,-,x,÷) with whole numbers, decimals, fractions, percentages using the most appropriate method(s):
    - Estimation
    - Mental math
    - Four function calculator
    - Paper and pencil methods

    (e.g., counting money; computing expenses, income; taking inventory; ordering and purchasing materials; preparing budgets; calculating commissions, discounts, finance charges, taxes; completing calculations required in assembly and repair work; mixing ingredients; converting units of measurement; determining per unit prices and costs)

3. Uses numerical values from existing charts, diagrams, graphs, maps, tables
    (e.g., determining size and distance from charts and maps; dimensions from diagrams and drawings; rates and trends from tables; values from graphs; calculating time from schedules)

4. Uses English and/or metric measurement in solving practical problems
    (e.g., determining size, temperature, weight, mass, volume of various materials; converting units of measurement)

5. Compares numerical values
    (e.g., arranging materials by size, weight, magnitude; comparing prices and weights per unit; comparing financial benefits)

6. Uses geometric principles in solving practical problems
    (e.g., determining space requirements; assembling and constructing from instructions)

** For specific information regarding math skills refer to Curriculum and Evaluation Standards for School Mathematics, The National Council of Teachers of Mathematics, Reston, Virginia, 1989.

7. Uses algebraic symbolism and techniques in solving practical problems
(e.g., using formulas in making scientific computations and financial calculations)

8. Constructs diagrams, charts, drawings, records, tables requiring numerical calculations
(e.g., constructing graphs and charts; recording inventories; making geometric figures and scale drawings)

9. Uses elementary probability and statistics in solving practical problems.
(e.g., calculating mean, median, mode, range)

10. Uses instruments associated with mathematical problem solving
(e.g., clocks, rules, gauges, meters, scales, calculators, computers)

11. Utilizes mathematics in solving complex problems,
(e.g., repairing machinery; conducting research; designing, developing or refining a process)
    - Cooperates with others in determining and utilizing problem solving strategies
    - Identifies questions that need to be answered to reach solutions to a particular problem
    - Identifies processes needed to solve a particular problem and sets up appropriate formulas, operations and models
    - Uses a variety of techniques (e.g. systematic listing, diagramming, patterning) and tools (calculators, computers, measuring devices) in gathering, analyzing and displaying data
    - Reviews and checks results of data analysis
    - Demonstrates suggested approaches or solutions to problem based on results of data analysis
    - Considers application of processes in solving other problems

C. COMPUTER SKILLS

1. Has basic knowledge of how computers work, common computer terminology, and various applications of computers

2. Has experience in using the computer as a tool, which includes inputting and accessing data

3. Has experience with various computer programs
(e.g., business applications, data management, simple programming, word processing)

4. Has a general understanding of problems and issues confronting both individuals and society in the use of computers

D. READING SKILLS

1. Recognizes application of reading skills in various occupations

2. Develops vocabulary related to work tasks

3. Reads for details and special information
(e.g., labels, handbooks, forms, schedules, directories, computer printouts, job descriptions, catalogs, manuals, charts)

4. Interprets pictorial, graphic and symbolic information
(e.g., advertisements, signs, graphs, tables, maps, diagrams, schematics, charts, blueprints)

5. Locates information in common reference materials
(e.g., abstracts, dictionaries, encyclopedias, directories, indexes, periodicals)

6. Follows intent of written directions, instructions and procedures
(e.g., rules and regulations; recipes; manuals outlining assembly, operation, maintenance, repair procedures; instructions for completing forms, projects, tests)

7. Interprets ideas and concepts - comprehension:
(e.g., newspapers, periodicals, textbooks, reports, manuals, contracts, correspondence)

Examples of Comprehension Skills:
- Comprehends main and subordinate ideas
- Distinguishes facts from opinions
- Recognizes cause and effect
- Generalizes and infers from context
- Recognizes inconsistent/illogical information

8. Reads accurately at an appropriate rate

E. WRITING SKILLS

1. Recognizes the application of writing skills in various occupations

2. Applies basic principles of grammar, organization, punctuation, structure, and word choice in development of written materials

3. Uses reference materials such as a dictionary and thesaurus

4. Develops handwriting legibility
(e.g., manuscript or cursive, depending on situation)

5. Composes formal letters
(e.g., requests for information or materials; replies to correspondence; letters seeking employment)

6. Fills out forms
(e.g., logs/schedules, applications, transactions)

7. Records messages
(e.g., person-to-person)

8. Writes memorandums
(e.g., notices about class/school work/activities

9. Composes ads/telegrams

10. Writes instructions and directions
(e.g., locational, procedural)

11. Writes reports
(e.g., progress, laboratory, field, research)

12. Develops summaries
(e.g., descriptive, editorial, evaluative)

13. Takes notes and/or outlines from text material and oral presentations

14. Evaluates and corrects written materials considering organization, structure, word choice, grammar, punctuation, and spelling

F. COMMUNICATION SKILLS (Speaking and Listening)

1. Listens attentively

2. Reports accurately and concisely the messages and statements of others

3. Follows intent of oral directions and instructions

4. Speaks distinctly, clearly, at a rate appropriate for the situation

5. Formulates and asks questions to obtain needed information

6. Answers questions in a clear and understandable manner

7. Explains activities and ideas accurately and concisely

8. Uses words, pronunciation, and grammar appropriate for situation

9. Gives clear instructions and directions

10. Stays on the topic in task related conversations

11. Uses non-verbal signs appropriately

12. Develops and organizes ideas about a subject for the purpose of presentation to a group

13. Effectively presents information to groups

*14. Obtains an appreciation for or basic understanding of at least one foreign language

G. SCIENTIFIC/TECHNOLOGICAL SKILLS**

1. Demonstrates scientific ways of thinking:
   - Exhibits curiosity about scientific phenomena
   - Recognizes contributions of scientific/technological advances
   - Utilizes evidence and logical reasoning in problem solving
   - Applies standards of accuracy in work

2. Demonstrates scientific literacy including an understanding of:

a. Historical development of scientific ideas

• An awareness that scientific views of the world result from a combination of evolutionary changes, consisting of many small discoveries accumulating over long periods of time, and from revolutionary changes, consisting of the rapid reorganization of ways of thinking about the world.

• Familiarity with some significant episodes in the history of science and technology including a knowledge of scientists such as: Galileo, Newton, Darwin, Lyell and Pasteur.

• An understanding of thematic ideas that have proven to be especially useful in thinking about how things work. These include the idea of systems as a unified whole in which each part is understandable only in relation to the other parts; of models as physical devices, drawings, equations, computer programs, or mental images that suggest how things work or might work; of stability and change in systems; and of the effects of scale on the behavior of objects and systems.

b. The structure and evolution of the universe

• The structure and evolution of the universe, with emphasis on the similarity of materials and forces found everywhere in it, the universe's response to general principles (such as universal gravitation and the conservation of energy), and ways in which the universe is investigated.

c. The dynamics and features of planet earth

• The general features of the planet earth, including its location, motion, origin, and resources; the dynamics by which its surface is shaped and reshaped; the effect of living organisms on its surface and atmosphere; and how its landforms, oceans and rivers, climate, and resources have influenced where and how people live and how human history has unfolded.

d. Concepts of matter, energy, force and motion

• The basic concepts related to matter, energy, force and motion, with emphasis on their use in models to explain a vast and diverse array of natural phenomena from the birth of stars to the behavior of cells.

e. The living environment and cycles of life

• The living environment, emphasizing the rich diversity of the earth's organisms and the similarity in the structure and functions of their cells; the dependence of species on each other and on the physical environment; and the flow of matter and energy through the cycles of life.

f. The development of the human organism

• The human organism as a biological, social, and technological species - including its similarities to other organisms, its unique capacity for learning, and the strong biological similarity among all humans in contrast to the large cultural differences among groups of them.

• The human life cycle through all stages of development and maturation, emphasizing the factors that contribute to birth of a healthy child, to the fullest development of human potential, and to improved life expectancy.

g. The maintenance of mental and physical health

• Mental and physical health as they involve the interaction of biological, physiological, psychological, social economic, cultural, and environmental factors, including the effects of food, exercise, drugs, air and water quality.

h. The development of social, political and economic organizations

• The development of social, political and economic organizations, including the ways in which social, political and economic systems differ, mechanisms for resolving conflict among groups and individuals, the role of governments in directing and moderating change, and the effects of growing interdependence of world systems.

i. The nature and development of technology

• The nature of technologies with emphasis on both the agricultural revolution in ancient times and the effects on twentieth-century productivity of the use of biological and chemical technologies; the acquisition, processing, and use of materials and energy, with particular attention to the current impact of computers and electronic communications on contemporary society.

3. Demonstrates technical skills:
   - Utilizes scientific equipment (computers/laboratory equipment)
   - Comprehends scientific/technical instructions and information
   - Displays and analizes data accurately
   - Expresses ideas orally with accuracy
   - Produces informative written materials on scientific/technological subjects

** Definitions of scientific literacy taken from Science for All Americans - Summary, Project 2061 published by American Association for the Advancement of Science, 1989.

H. BUSINESS ECONOMIC SKILLS

1. Understands how businesses are organized
   (e.g., proprietorship, partnership, corporations, cooperatives)

2. Understands what makes a profitable business
   (e.g., obtaining financing, effective advertising and marketing, keeping costs down, meeting production demands, providing competitive prices, taking risks)

3. Understands the nature of business competition
   (e.g., benefits, complexities, and regulation of competition)

4. Has a basic knowledge of the processes of marketing products
   (e.g., market research, pricing, advertising, promotion, packaging, selling)

5. Has a basic knowledge of the processes of production
   (e.g., obtaining materials, methods of production, cost and quality controls)

6. Understands costs involved in conducting a business
(e.g., advertising, employee benefits, equipment and materials, poor work habits, rent, shipping, taxes, wages)

I. PERSONAL ECONOMICS SKILLS

1. Knows how to use catalogs, consumer guides, and other references to identify and evaluate products and services

2. Knows how to access community resources and services
(e.g., employment, health, housing, legal, legislative, licensing, motor vehicle, police, tax, utility)

3. Computes working hours and wages
(e.g., overtime, deductions, take-home pay)

4. Knows how to handle personal financial affairs
(e.g., determining methods of protecting and transferring money, using financial forms and statements, obtaining loans, establishing credit, calculating interest rates)

5. Knows how to maintain records of income and expenditures
(e.g., personal budgets, bank statements, charge accounts)

6. Knows how to make price-quality comparisons of products and services
(e.g., automotive, entertainment equipment, appliances, clothing)

7. Knows how to prepare state and federal income tax forms

8. Knows how to evaluate and select insurance programs that meet personal needs
(e.g., social security, health, auto, home insurance)

9. Knows how to determine the cost and quality of various forms of installment credit

10. Knows how to determine the legal rights and responsibilities of the consumer in common contractual agreements
(e.g., loans, purchase contracts, rental agreements)

11. Knows how to utilize and maintain various forms of transportation

J. MANUAL/PERCEPTUAL SKILLS

1. Constructs, fabricates and/or assembles materials
(e.g., wood and metal shop projects; art and theater constructions; sewing projects)

2. Uses specific hand tools and instruments
(e.g., drafting and drawing tools; laboratory equipment; shop tools)

3. Develops visual presentations
(e.g., charts, designs, drawings, illustrations)

4. Masters keyboard skills
(e.g., typewriter, calculator, computer keyboards)

5. Operates power equipment
(e.g., electric typewriter; calculator; computers; cooking equipment; registers; soldering/welding equipment; sewing machines)

K. CROSS CULTURAL SKILLS

1. Demonstrates a knowledge of the impact of cross cultural and international relationships on economic, political, and social developments

2. Demonstrates sensitivity to cultural differences

3. Interfaces/interacts with people of different cultures

4. Takes opportunities to experience new places and people

L. INTERPERSONAL SKILLS

1. Functions cooperatively with other individuals in organization

2. Functions cooperatively with adults outside the school or with clients/customers

3. Is open and flexible to the ideas of others

4. Seeks clarification of instructions and procedures when necessary

5. Exercises patience and tolerance

6. Utilizes suggestions about improving skills and/or critiques of work

7. Uses initiative in getting work accomplished
(e.g., seeks new assignments, offers to assist others, makes suggestions that will improve working conditions)

8. Expresses own opinions with tact and discretion

9. Recognizes resistance to communication and negotiates mutually acceptable ways of achieving communication

*10. Demonstrates a good sense of humor that does not belittle any individual or group of people

M. SELF DISCIPLINE SKILLS

*1. Remains free from substance abuse

2. Maintains punctuality

3. Meets attendance requirements

4. Exhibits willingness to accept assignments or responsibilities

5. Takes responsibility for own decisions and actions

6. Maintains consistent effort and responds with extra effort when necessary

7. Works and makes decisions independently

8. Manages time effectively

9. Respects the rights and property of others

10. Presents a neat appearance

*11. Demonstrates self control

*12. Obtains information about healthy living and maintains an appropriate level of health

N. WORK ACTIVITY SKILLS

*1. Applies standards of quality and precision to work
(e.g., accuracy, thoroughness)

2. Adheres to policies and regulations:

- Health
- Honesty
- Safety

3. Keeps equipment, materials, work areas in good and safe condition

4. Exhibits interest in one's own future career development

5. Suggests or makes school/workplace improvements

6. Identifies sources and methods of accessing continuing education and training for career/occupational development

7. Knows some of the basic rights and resources of entry level employees and relates these to the rights and resources one has as a student

8. Knows some of the basic responsibilities of entry level employees and relates these to the responsibilities one has as a student

9. Understands some of the basic steps in getting a raise or a promotion in an entry level job

10. Understands how to terminate employment and/or a position in a school organization without adversely affecting career development
(e.g., gives adequate notice, expresses positive reasons for terminating, expresses appreciation for experiences gained in position)

11. Demonstrates enthusiasm for work and/or studies

12. Takes pride in accomplishments

O. PROBLEM SOLVING/REASONING SKILLS

1. Identifies problems that need to be solved or work activities that need to be performed
2. Plans possible procedures and strategies for carrying out problem solving/work activities
3. Collects information/resources needed to carry out problem solving/work activities (e.g., co-workers, equipment, tools, materials, information)
4. Organizes collected and/or supplied information/resources
5. Makes quantitative and qualitative interpretations of information
6. Formulates alternative approaches for solving a problem or completing a work activity based on information analyzed
7. Selects approaches which result in the efficient completion of problem solving/work activities
8. Implements procedures and strategies for carrying out selected approaches
9. Reviews progress periodically to assure timely completion
10. Evaluates the problem solving/work activities in terms of accuracy, efficiency and thoroughness
11. Corrects any apparent errors and/or makes any necessary adjustment in approaches
12. Reaches solutions and/or makes reasonable conclusions as a result of problem solving/work activities
13. Summarizes and communicates results obtained during problem solving/work activities
14. Uses results of problem solving/work activities to develop new ideas and/or better problem solving/work activity approaches

P. CREATIVE/INNOVATIVE

1. Creates plans for a new process or product or for the improvement of an existing process or product
2. Develops or improves a process or product
3. Demonstrates imaginative thinking, (e.g., new ways to do things)
4. Demonstrates ability to improvise, (e.g., completes tasks effectively by making maximum use of available equipment and materials)

Q. TEAM PARTICIPATION SKILLS

1. Helps identify the mission and goals of a team
2. Participates in team decision making
3. Follows rules and procedures set by the work team
4. Communicates with all members of the work team
5. Shows sensitivity to thoughts and opinions of others in the work team
6. Cooperates with others to achieve work team results
7. Supports decisions made and actions taken by the work team

R. LEADERSHIP SKILLS

1. Organizes group or team activities
2. Provides direction that enables others to complete a process
3. Facilitates others in obtaining further knowledge or learning experiences
4. Motivates and inspires enthusiasm
5. Takes risks and accepts responsibility
6. Trusts others and shares responsibility
7. Shares the rewards of accomplishment

LESSON PLAN

Name _____ Date _____

What did you accomplish today?

Tomorrow's Objectives:

1.

2.

3.

4.

5.

Method of Evaluation:

Signature: _____

CURRICULUM PLANNING

SUBJECT: _____ CLASS: _____

SCHEDULE: _____ TOTAL HOURS: _____

GOAL: _____

OBJECTIVE ONE: _____

OBJECTIVE 1 ACTIVITIES	MATERIALS	LOCATION	TIME

OBJECTIVE TWO: _____

OBJECTIVE 2 ACTIVITIES	MATERIALS	LOCATION	TIME

OBJECTIVE THREE: _____

OBJECTIVE 3 ACTIVITIES	MATERIALS	LOCATION	TIME

LESSON PLANNING

SUBJECT: _____ CLASS: _____

OBJECTIVE: _____

_____

NECESSARY PREREQUISITE KNOWLEDGE: _____

TERMS OF PROFICIENT MASTERY: _____

TERMS OF EXPERT MASTERY: _____

POTENTIAL FOR MODIFICATIONS: _____

_____

MODIFICATION FOR:	READING	WRITING	MATH	OTHER
Student Name:				
METHODS OF EVALUATION:				

CERTIFICATION OF COMPETENCIES

NAME: _____ **DATE:** _____ **PROGRAM:** _____

1 = skilled **2 = functional** **3 = no demonstration**

Performance Level	Competency Areas	Activity or Class Certifying Competency	Date of Certified Achievement	Initials
	ORIENTATION			
	ASSESSMENT			
	BASIC SKILLS			
	SELF-AWARENESS			
	EDUCATIONAL AWARENESS			
	CAREER AWARENESS			
	ECONOMIC AWARENESS			
	DECISION MAKING			
	ACADEMIC COMPETENCY			

Performance Level	Competency Areas	Activity or Class Certifying Competency	Date of Certified Achievement	Initials
	EMPLOYABILITY SKILLS			
	ATTITUDES & APPRECIATION			
	JOB SURVIVAL			
	INDEPENDENT LIVING SKILLS			
	RELATIONSHIPS			
	COMMUNITY			
	CONSUMER SKILLS			
	WELLNESS & HEALTH			
	TRANSITION			

O'CONNELL JUNIOR HIGH SCHOOL
STUDENT PROGRESS REPORT

Student Name: _____ Date: _____

PURPOSE: The intent of this report is to improve (or maintain) a student's grade through notification of current academic status. Vital to this effort is the realization that academic success is dependent upon the parent, the student, and the teacher fulfilling their individual responsibilities.

RESPONSIBILITIES:

Parent: The parent will contact the counseling center to request the quarterly packet of progress reports. On the specified dates, the parent will see that the student carries the report to school and returns it completed by the teachers. The parent will go over the report with the student and assist him/her when necessary. The parent is expected to contact the teacher if dissatisfied with the student's report and initiate a conference if no improvement is shown.

Student: The student will present the progress report to his/her teacher before class only and pick it up at the end of class. The student will make a strong effort to do his/her best and contact the teacher for extra help when needed.

Teacher: The teacher will indicate the current status of the student indicating whether the evaluation is cumulative or weekly and will offer assistance when needed. The teacher will inform the parent when the child is in danger of failing the quarter. This notification will either be by phone, a formal conference, or written, and will occur while there is still sufficient time for the child to pass.

Period	Subject	Teacher	Weekly or Cumulative Grade		Comment/Missing Assignments	Conference Recommended
1.						
2.						
3.						
4.						
5.						
6.						
7.						

DISTRIBUTION: White-Parent Yellow-Focus Teacher Pink-Counseling Center

(Example of Individual Teacher Contract)

STUDENT WORK CONTRACT - AMERICAN HISTORY

Week of _____ Name _____

Period _____

		Mon	Tues	Wed	Thurs	Fri
1.	I was in my seat and ready to work before tardy bell rang. (1 pt)					
2.	I had pencil, pen & paper for class. (1 pt)					
3.	I did not leave my seat or talk without permission. (3 pts)					
4.	I kept my hands and feet to myself and did not disrupt the class in any way. (3 pts)					
5.	I stayed on task all period and completed all assigned work. (2 pts)					
6.	Turns in all work. (5 pts)					
7.	Turns in point sheet. (4 pts)					

I, _____, understand that if I make a passing grade on the above Work Contract each week, I will pass American History class with a minimal grade of "D".

In addition, if I turn in completed assignments and pass tests, I will be able to make a grade higher than a "D". I also understand that if I cannot follow the contract, I will be isolated from the class to write rules and I will be in danger of failing American History.

I understand that each Monday I will get a new contract and I must bring the contract to class each day, have it out on my desk, and rate myself with the points shown for each of the 7 categories above. At the end of each week, I will turn the contract in to Ms. Gilbert and the total points will be entered as my grade for the week.

_____

Teacher - Ms. Gilbert

_____

Student

(Example of Individual Teacher Contract)

STUDENT WORK CONTRACT - LANGUAGE ARTS

Week of _____ Name _____

Period _____

		Mon	Tues	Wed	Thurs	Fri
1.	I was in my seat and ready to work before tardy bell rang. (1 pt)					
2.	I had pencil, pen & paper for class. (1 pt)					
3.	I did not leave my seat or talk without permission. (3 pts)					
4.	I kept my hands and feet to myself and did not disrupt the class in any way. (3 pts)					
5.	I stayed on task all period and completed all assigned work. (2 pts)					

I, _____, understand that if I make a passing grade on the above Work Contract each week, I will pass Language Arts class with a minimal grade of "D".

In addition, if I turn in completed assignments and pass tests, I will be able to make a grade higher than a "D". I also understand that if I cannot follow the contract, I will be isolated from the class to write rules and I will be in danger of failing Language Arts.

I understand that each Monday I will get a new contract and I must bring the contract to class each day, have it out on my desk, and rate myself with the points shown for each of the 5 categories above. At the end of each week, I will turn the contract in to Ms. Snell and the total points will be entered as my grade for the week.

_____

Teacher - Ms. Snell

_____

Student

(Example of Team Contract)
BEHAVIOR MANAGEMENT CONTRACT

THIS AGREEMENT IS ENTERED INTO BY THE FOLLOWING PERSONS:

Teacher: _____

Student: _____

Parent: _____

The subject matter of this agreement is the behavior of:

_____

All parties agree that the following behaviors are unacceptable in the classroom.

1. Inappropriate Expressions and Activity in Class.

2. Failure to Come to Class on Time (seated in assigned desk when bell rings.)

3. Failure to Comply with Teacher Requests (doing assignments, fulfilling behavioral expectations).

4. Classroom Behavior Which Interferes with the Learning Process.

In order to insure that ALL students benefit from classroom instruction, the following steps will be implemented if any of the above behaviors occur.

1. Private verbal warning.
2. Second violation of any of the above during the period: time out in the hall for the remainder of the period + 30 minutes after school the same day. Failure to report after school--Saturday detention. Assignments must be completed, or Saturday detention.
3. If all grades for week are passing, there will be a reward at home.
4. Continued unacceptable behavior or not attending Saturday detention will result in suspension and additional parent contact.

I have read and understand this contract.

Name: _____
(Student) (Parent)

Date: _____

CHAPTER FOUR

RESOURCES

This chapter provides ACE coordinators with information about resources that will be useful in establishing an ACE program or improving an existing program. Brief descriptions of various ACE programs are provided to highlight the range of models currently operating. This information may encourage ACE coordinators to incorporate new ideas into their developing ACE programs. Information about starting your own business as a means for securing employment for students is also included. Additionally, information about resources in Colorado that provide relevant information and training to ACE coordinators is included in this section. Finally, current programs in Colorado are listed so that ACE coordinators have the opportunity to contact each other and share program ideas.

PROGRAM MODELS

ACE programs differ greatly from one another due to the types of students they serve, resources available, and underlying philosophies. Although all of the programs must adhere to the ACE Program Standards promulgated by CCCOES, the actual delivery of services such as assessment, transitional planning, and guidance and counseling vary considerably. Hence, some descriptions of models are provided to show some of the possibilities for creativity offered to ACE coordinators. These are only a few examples of the innovative programs we found.

Traditional Program Model

This organizational design is most common in the delivery of ACE services. Students receive employability skills training, assessment and transitional services during a single block of time in the school day. Generally this is referred to as the related class. The instructor, a certified teacher-coordinator, develops jobs and relates the community experience to identified classroom curriculum. The remainder of school time is spent with other specialized instructors in the mainstream of the school.

TRADITIONAL PROGRAM MODEL	
Strengths	**Limitations**
• Provides students with access to integration within the existing school organizations. • Allows for the concentration of related curriculum to be taught by the teacher-coordinator. • Daily monitoring and coordination of the community experience and documentation is possible. • Assessment, transitional planning and advising may be monitored for immediate referral or input from other in-school personnel; i.e., guidance department.	• Coordinators are isolated from other vocational education and special education teachers. • Coordinators do not have adequate time to design a well-sequenced curriculum that addresses new topics for the students each semester. Most ACE curricula focus on a limited number of topics, such as interviewing and completing job applications.

Widefield School District #3
Alternative Cooperative Education Program

Mission: The Widefield School District Alternative Cooperative Education (ACE) Program is designed to structure work preparation and actual work experiences for student success. Students are provided a comprehensive program intended to develop independence in job seeking, job performance, and self-evaluation. The program includes students of all disability levels and other high risk students.

The following components are included in the ACE program:

Vocational Preparation Class: Taken by virtually all students with identified mild-moderate cognitive and affective needs as well as selected high-risk students. This class, taken in the sophomore year, focuses on career decision making, locating employment, interviews, appropriate work behaviors, and related job information.

Suggestion: Make the curriculum consistent with JTPA pre-employment competencies so that JTPA can waive their training program for your students.

Vocational Practicum: Also to be taken by students with mild-moderate cognitive and affective disabilities and other high-risk students in their sophomore year. Students work with a job coach for one hour each day in a variety of job sites. Sites include the high school cafeteria, the district print shop, an elementary school (as teacher assistants), and a local manufacturing plant. Students rotate job sites approximately every four weeks in this one-semester class.

Suggestions: Include a self-evaluation component. Utilize sites within a 5-minute walking/driving time. Maximum two students per hour.

Early Entry Program: Students from local junior high schools may take vocational classes at the high school. In some cases students are simply transferred to the high school full time; in other cases students come to the high school part of the day.

Suggestions: Students should be age-appropriate special education students only. Credits earned should be high school credits, not junior high. As most vocational classes are "hands on", students with significant behavior problems will not be successful due to safety issues.

Vocational Tutoring: Students with disabilities and high risk students taking vocational classes receive tutoring in direct skills and related academic skills from a corps of tutors.

Suggestions: Schedule students into common tutorial or resource periods to maximize efficiency. When necessary, have tutors sit in classes to observe lesson, take notes, etc. Uses Carl Perkins money to hire tutors.

Job Shadowing: Students participate in at least two job shadows in the community per year.

Suggestions: Base shadow experiences on informal vocational interest inventory. Let special education teachers arrange job shadows for their students. Help teachers coordinate with each other to avoid duplication with employers.

Job Club: All students with disabilities and high risk students meet with the ACE coordinator to run a comprehensive job search, practice interviews, etc.

Suggestion: Contact Colorado Job Service for a computer link-up to their daily job data base. There is no charge for this service.

Recycling Center: Students with disabilities team with Science Club students to run a school-wide recycling program.

Suggestions: Establish recycling stations in the school rather than going room-to-room. Carefully target recyclable items, don't try to recycle everything. Use some of the money generated to hold a party for recycling workers; other money can be used to plant trees on school grounds.

After School Activities Program: This program was developed as a job site for disabled/high risk students. Elementary-aged high risk students are bused to the high school after school. High school students with disabilities team with academically advanced high school students to serve as tutors and mentors for high-risk elementary students. Tutors with disabilities are paid by JTPA funds.

Suggestions: Structure a "mandatory" study period. Include variety of indoor/outdoor games. Hire teachers part-time to provide structure. Funding can come from school district funds, district drug-free program allocations, and/or Chapter 2 (high-risk) district allocations.

Work Experience: Students with moderate-severe cognitive disabilities spend approximately one year in non-paid training experiences with a job coach. Students spend 7 weeks in each of 5 job sites. Job sites provide a variety of supervised experiences ranging from assembly line work to housekeeping. Upon completion, student interests and abilities are matched to paid work experiences in the community, often initially utilizing financial incentives from JTPA and targeted job tax credits.

ACE students with mild-moderate disabilities and high-risk students typically begin working in their junior year. Most are in competitive part-time employment and/or the JTPA Summer Youth Program. Seniors begin to narrow career choices.

Comprehensive K-12 Transition Curriculum: For all students with disabilities. Includes vocational, communication, self-help, recreation/leisure and community-based skills, and functional academics.

Suggestion: Develop the curriculum as a competency-based checklist to be reviewed at staffings.

ACE Program Goal: Each student will have a job or specific post secondary education plan upon graduation.

For more information, contact Patrick Lawrence, Ed.D., ACE Coordinator, Widefield High School, 615 Widefield Drive, Colorado Springs, CO 80911, phone 719/392-3481.

Example 2: Traditional Program Model

THE WHEEL PROGRAM

AN EARLY ENTRY EMPLOYMENT ORIENTATION PROGRAM FOR SPECIAL NEEDS STUDENTS

Dr. Alexander DeNoble
Hudson County, NJ

The Hudson County Area Vocational-Technical School district has made a concerted effort to provide relevant career/vocational education to all students in need of such services in Hudson County, New Jersey.

Special Needs students who are of high school age (14 years and older) and in an elementary school setting are eligible to participate in the early entry high school program. These students will receive one marking period of career education with a certified special education teacher and then rotate during each of three other marking periods into "typical" vocational classes with certified vocational teachers. Students will be placed into the vocational mini courses based upon their expressed interest. During each marking period, the students will undergo assessment activities geared to identify their highest vocational aptitude and interest area. If a student does not graduate from elementary school after the first year, he/she may return for a second phase of employment orientation involving additional vocational clusters if appropriate. The Hudson County Area Vocational-Technical Schools grant credits to each student based upon their attendance and IEP criteria. They may earn four credits each marking period (16 total per year) which the sending or "home" school district may apply toward high school or elementary school credit.

School Within a School Model

Students received related instruction material and school academics in isolation from the mainstream of the school. That is, Core Subject specialists (e.g., mathematics, language arts, social studies, etc.) come to the students in their setting rather than moving the students to the mainstream. The related curriculum element remains an isolated block of time in this model.

SCHOOL WITHIN A SCHOOL MODEL	
Strengths	**Limitations**
· Allows flexibility of time in order to formalize educational planning and monitoring of student progress in all areas of individual development. · Transitional planning may be integrated topics with Core Subject instructors. · Coordinate individual needs with Core Subject instructors. · Provides for systematic and flexible advisement activities with individual students. · Allows for supplemental assistance to Core Subject staff. · Academic activities can be designed as more meaningful to the individual student's community experience. · Provision for laboratory-type experience may be developed within the Core Subject time, i.e., peer tutoring, individualization, etc.	· Limitation of time to fully utilize educational planning tools remain a limitation; i.e., formal academic and vocational assessment. · Clear expectations, philosophy and communication between teacher-coordinator and Core Subject staff is essential. · Content of curriculum, core and related may be too complex for some special populations. · Provides an isolated environment from the mainstream of the traditional school environment.

Example 3: School Within a School Model

LINCOLN ALTERNATIVE MILESTONE PROGRAM 1990-1991

Program Description

The Lincoln Alternative Milestone Program (LAMP) serves students in grades 9-11. LAMP is co-sponsored by the Denver Public Schools and the Colorado Alliance of Business School to Work Action Program.

LAMP is unique in that it is a "school within a school" and is designed to help selected students meet with success when they enter high school. Students are scheduled into the program after consultation with their parents, counselor, and other relevant staff personnel. LAMP

includes English, math, social studies, and science as well as a daily advisement class. Students may be enrolled for between 4 and 6 periods a day. The class size is limited to 15-18 students and teachers to work more closely together. Classes are geared to individual needs, abilities, and academic credit requirements. Full or variable credit may be awarded based upon length of time in the program, attendance and/or class performance. Lessons relate academic skills to everyday living situations. Many units will also emphasize the interdisciplinary nature of the academic subjects.

For more information, please contact Mrs. Carol Ann Snodgrass, Coordinator, at 936-7291, ext. 56, Room 201A.

Program Components

Teacher Advisors: Each teacher in the program will be a teacher advisor/mentor to a group of 15 students. The advisor will counsel with students and their parents about school progress, attendance, graduation requirements, goal setting, personal problems, referral assistance, etc. Parents can expect to have regular contact with the teacher advisor. Additionally, the LAMP coordinator will be available to advise, counsel, and assist students and parents.

Teaching Techniques: Teachers in LAMP are committed to trying a variety of teaching techniques. Included will be whole class instruction, individualized lessons, special projects, modelling of everyday life situations, interdisciplinary units, guest speakers and excursions, and community-based activities.

Business Involvement: Speakers from the business community share information with the students about the requirements of the business world as well as career information. Students also take excursions to visit various companies to help them understand the functioning of business. Some businesses may provide job opportunities for students who are meeting school requirements.

Mentors: LAMP students have the opportunity to participate in a business mentor program. The business mentor will act as a "big brother or sister" to interested students. The student and his/her mentor will meet at least once a month to explore the work world and career areas and personal interests. The mentor program provides students with a role model in the business world.

Parent Involvement: Parents are an essential part of the LAMP program. Parents need to be involved in the school life of their children. Special events are set up throughout the year so parents can get more information about the program, the community, and their son/daughter's progress in school. Parents are also encouraged to participate in in-school activities and projects. Additionally, LAMP teachers frequently request parent conferences to help the students succeed in school.

Team Model

This model provides a mixture of the general education approach and the traditional vocational special program model. Both designs are integrated in order to blend academic significance and vocational preparation. Best described as an integrated approach, this model allows the related curriculum to be an integral component of all activities and philosophy of the Core Subject delivery.

TEAM MODEL	
Strengths	**Limitations**
• ACE students are integrated into regular academic and vocational education classes. • Cooperation and collaboration between teachers is enhanced. • Related curriculum becomes an integral and relevant part of the entire academic program. The structured related class continues to provide accountability, ongoing assessment, and coordination for students of various grade level and ability. • All educational planning tools are fully utilized and monitored by the team. Systematic review and planning is utilized both formally and informally by the team, coordinated by the teacher-coordinator.	• Full-time staff requires a school commitment to alternative scheduling and programming for special needs students. • Clear philosophical agreement and expectations demand extraordinary commitment. • Attention to teaming among staff, students, and administration demands inordinate time commitments. • Thematic approach to curriculum in order to achieve integration may require excessive planning and coordination.

Example 4A: Team Model

STRATEGIES FOR RECONNECTING YOUTH
PROGRAM DESCRIPTION

Elizabeth High School
P.O. Box 660
Elizabeth, CO 80107

Elbert County School District C-1
Ed Phillips, Principal
303/688-3734, 646-4616

Nel Little, Project Coordinator

TITLE:	Applied Academic/Work Transition Program
GRADES:	High School Students 16 years or older (mainly juniors and seniors)
YEARS IN OPERATION:	First Year (Fall, 1986)
STUDENTS SERVED:	High risk students needing a hands-on academic alternative to regular school programming (any high school student may apply).

MAJOR OBJECTIVES FOR STUDENTS:

1. Increase academic skills in reading and math through integrated curriculum with job clusters.
2. Improve attendance, self-motivation and positive attitude toward school and learning.
3. Provide transition between school, work and community through work experience and enterprise training.
4. Increase job maturity skills and awareness of career options.

PROGRAM DESCRIPTION:

The APPLIED ACADEMIC PROGRAM at Elizabeth High School offers students an opportunity to master Language Arts and Math skills through hands-on integrated learning experiences obtained in a Job Cluster component. The Job Cluster provides introductory skills in the following career areas: Communication, manufacturing, construction and transportation. A Cooperative Education component integrates with the other three areas while focusing on development of pre-employment and work maturity skills. Opportunities for on-job work experience and entrepreneurial training provides the partnerships required for the transition from school to work. Core curriculum areas offer experiential learning, are personalized to meet student needs, employ integrated staffing, and offer continuous progress for groups of students.

The APPLIED ACADEMIC/WORK TRANSITION PROGRAM at Elizabeth High School offers juniors and seniors an alternative to the regular school curriculum. The program is a unique hands-on learning environment which consists of two major components. The first component is a block of three courses: Applied English, Applied Math, and Job Clusters. The Job Cluster Course provides introductory work skills in four career areas: 1) Communication, 2) Manufacturing, 3) Construction, and 4) Transportation. The Applied English and Math curriculum is directly related to the necessary language arts and math skills required in each job cluster area. Therefore, the academic courses are taught as integrated units based on the hands-on projects utilized in the Job Clusters.

The second component offers a COOP class which utilized identified Pre-employment and Youth Work Maturity Skills as a curriculum base for preparing young people for the world of work. A Cooperative Education Work Experience in the community is required of each student in the Coop Class. (Close coordination with the local Office of Rural Job Training is an essential part of this training.) The experiences "on the job" and classroom materials and discussions are integrated based on the needs of the students. An important part of the Coop class and work experience is student entrepreneurial training. The Enterprise Project allows students to experience all facets of their small business while actually meeting the needs of the community.

Any student may enroll in both (or either) component of the Applied Academic/Work Transition Program if he or she is attending Elizabeth High School and is sixteen (16) years old. (Special needs students may participate in the Applied Academic courses at age fifteen.) Students, parents or school officials may request referral to the program.

Students who are identified as high risk/potential dropouts have priority for entrance into the program. This identification is based on low attendance, low grades, failed courses, disruptive behavior and teacher/counselor/principal reports based on special need and observational data.

For more information, contact Bob Rosso, ACE Coordinator, Elizabeth High School.

Example 4B: Team Model

PROGRAM OVERVIEW

In an effort to successfully meet the needs of all students, encourage life-long learning, and utilize the wealth of learning resources available beyond school walls, Horizon High School established the Action Learning Program for Students (ALPS).

ALPS uses three team teachers with a class of forty-five students. The integrated academic portion of the school day is periods 2-4 (8:00-11:00). It focuses on integrated/experiential thematic units which include language arts, social studies, science, P.E., and vocational

components. Flexible, thematic scheduling allows students to earn both quarter and semester credits as they develop and fulfill their Individualized Educational Plans. At any given time, a student or group of students might be involved with contract learning, portfolios, individualized instruction, seminars, traditional education, or cooperative learning. Affective learning sequences will be utilized within the core time block, covering interpersonal relations, communication, problem solving, coping skills and values clarification.

After 11:00 a.m., students participate in educational experiences which take place outside the traditional classroom. Students work with teachers to complete individual projects, evaluate on-the-job work experiences, and learn strategies to improve study and work skills. Students are also offered the opportunity to participate in vocational and fine arts programs within the school as well as programs in the community. Service Learning (volunteer work) is also a part of the after-class program.

The hours in the core are divided in the following manner among the following academic disciplines:

	Total Hours	Lecture	Lab	Experiential	Coop
Vocational (see attached objectives for specific breakdown)	120	30	40	30	20
English	120	25	90	5	
Science	120	30	70	20	
Social Studies	120	20	85	20	
P.E.	60	5		55	

* 120 hours = 1 credit experiential=Field Trip

ALPS Thematic Units

The interdisciplinary thematic units in the ALPS Core integrate Social Studies, Language Arts, Science, Vocational Education, and P.E. The information below includes short summaries of the content of these units.

Understanding Self

In this unit, students identify personal and academic abilities, aptitudes, interests and values. They then use this information with their graduation requirements to develop an education plan for the year. As part of this unit, students create an independent living budget based on the wage of *$10.00* per hour. This exercise is then related to the necessity of earning a high school diploma.

Problem Solving and Conflict Resolution

Students in this unit work together to develop classroom rules and behavior expectations through problem solving and conflict resolution techniques. These techniques are then used to evaluate current events and environmental issues. Techniques are also applied to solve personal problems and conflicts.

Values, Ethics and Morals

As part of this unit, students are encouraged to identify their personal values and evaluate how they relate to their goals. Discussion and research papers relating values and ethics to controversial issues, history and current events are part of this unit. Topics covered include: ethics of war, space exploration, sports, advertising, legalization of drugs, the death penalty, and search and seizure.

Transitions

This unit is currently being planned. As part of this unit, students will prepare portfolios for future employers and college referrals. They will also spend time exploring careers. We will be investigating how science in itself is the study of change. Astronomy and environmental issues as they relate to public policies will be the topics researched and discussed in this unit.

Community

This unit will involve students in an experiential unit in which they will spend time discovering the resources for employment, support and recreation in their own community. We will also be looking at life science as it relates to the mountain environmental community.

For more information, please contact Laura Fishman or Sumi Bitner, Horizon High School, 5321 E. 136th Avenue, Brighton, CO 80601.

ACE INNOVATIONS

Entrepreneurship

Several ACE programs have started their own businesses as a means of employing ACE students. There are several advantages to this approach, including student involvement in the initial planning phases of the entrepreneurship project. Further, students learn a variety of skills about operating a business from this type of occupational experience. Suggestions for planning your own business are listed next. This information was acquired from the Small Business Development Center in Fort Morgan, Colorado.

QUESTIONS TO BE ANSWERED IN A BUSINESS PLAN

1. Description of the Business
   a. What type of business are you planning (retail, wholesale, service)?
   b. What products or services will you sell?
   c. What type of opportunity is it (new, part-time, expansion, seasonal, year-round)?
   d. Why does it promise to be successful?
   e. What are the growth opportunities?
   f. Make an inventory of long-term personal goals, and develop a mission statement for the business.
   g. Assess dollar amount of goals and when they are to be achieved.
2. Marketing Plan
   a. Who are your potential customers?
   b. How will you attract and hold your share of the market?
   c. Who are your competitors? How are their businesses prospering?
   d. How will you promote sales?
   e. Who will be your best suppliers? Why?
   f. Where will the business be located?
   g. What factors will influence your choice of location?
   h. What features will your location have?
   i. How will your building contribute to your marketing strategy?
   j. What will your building layout feature?
   k. Analyze current marketing strategies.
   l. Rate the effectiveness of present sales and marketing program and propose changes for the future.
3. Organization Plan
   a. Who will manage the business?
   b. What qualifications will you look for in a manager?
   c. How many employees will you need? What will they do?
   d. What are your plans for employee hiring, salaries and wages, benefits, training, and supervision?
   e. How will you manage finances?
   f. How will you manage recordkeeping?
   g. What consultants or specialists will you need? Why will you need them?
   h. What legal form of ownership will you choose? Why?
   i. What licenses and permits will you need?
   j. What regulations will affect your business?
   k. Establish an accounting system to monitor and control business operations.
4. Financial Plan
   a. What is your total estimated business income for the first year? Monthly for the first year? Quarterly for the first year? Quarterly for the second and third years?
   b. What will it cost you to open the business and sustain it for eighteen months of operation?
   c. What will be your monthly cash flow during the first year?
   d. What will your personal monthly financial needs be?
   e. What sales volume will you need in order to make a profit during the first three years?
   f. What will be the break-even point?
   g. What will be your projected assets, liabilities, and net worth on the day before you expect to open?

h. What will the capital value of your equipment be?
i. What will your total financial needs be?
j. What will your potential funding sources be?
k. How will you use the money from lenders or investors?
l. How will the loan be secured?
m. Consider tax matters in planning.
n. Make plans on how to dissolve the business according to the new tax regulations.

Small Business Development Center, Morgan Community College, Fort Morgan, CO.

ACE-Misc.4

"Job Busters" — Elizabeth High School Cooperative Education Program.

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JOB BUSTERS

NO JOB TOO BIG!
NO JOB TOO SMALL!
WHATEVER YOU NEED,
GIVE US A CALL!!

CLEAN UP- TRASH REMOVAL-PAINTING AND STAINING-GENERAL CLEANING-YARD WORK-GENERAL CAR MAINTENANCE-CONSTRUCTION HELP

HOUSE AND PET SITTING-WE WILL TAKE YOU TO YOUR APPOINTMENTS-

WASH AND WAX CARS-PICK-UP LICENSE PLATES-DELIVERIES AND PICKUPS-HOLIDAY GIFT SHOPPING-VIDEO TAPING-NEW CONSTRUCTION

646-3172 or 688-3734

ELIZABETH HIGH SCHOOL COOPERATIVE EDUCATION PROGRAM

Advisory Groups

Many programs express concern about the usefulness of their advisory boards. One program that has used their advisory committee to its best advantage is the Longmont High School ACE Program. This advisory group, known as the Community Advisory Network (CAN) provides employment assistance to students. The purpose of this committee is to identify community job sites that may function as job shadowing opportunities or as actual employment sites. The job development is performed by a parent of a student enrolled in the program. Additionally, civic leaders and the business community are involved in identifying potential jobs. The committee meets twice a month with the program teachers during which time students are matched to appropriate settings. For additional information contact Sharon O'Leary and Cathy Ludlow at Longmont High School.

TRAINING AND INFORMATION RESOURCES AVAILABLE TO SCHOOL PERSONNEL

These resources are available to ACE coordinators. The following list represents organizations that can supply information about transitions, the student's employment, and some of these organizations can provide technical assistance.

Association for Community Living (ACL)

This organization was formerly called the Association for Retarded Citizens. It is a nonprofit corporation founded to improve the quality of life for all children and adults with mental retardation or other developmental disabilities and their families.

The purpose of the organization is to provide education, advocacy, and family support. There are chapters throughout the state.

Address: Dr. J. Strully
Colorado Club Building
4155 East Jewell Ave., Suite 916
Denver, CO 80222
303/756-7234 or 1-800-333-7690

Colorado Community College and Occupational Education System (CCCOES)

Purpose: Oversees vocational education programs located in high schools, area vocational technical schools, and community colleges. Application for obtaining funding and technical assistance is available for two vocational special needs programs: the Supplemental Services Program, which provides support to special populations enrolled in approved vocational programs, and the Alternative Cooperative Education (ACE) program. ACE programs offer students school credit for employment training and an occupationally-related course.

Address: 1391 N. Speer Blvd., Suite 600
Denver, CO 80204-2554
620-4000

Colorado Department of Education (CDE)
Special Education Unit

Purpose: Provides inservice training and technical assistance to special education personnel. Two workshops sponsored by this unit are listed below.

Next Steps: Planning for Employment -- A weekend course that explores career education, community resources, and vocational options for students with disabilities. The focus of the training is planning for and preparing students for their transition from school to work or

postsecondary training, and from home to more independent living situations. The entire transitional process is covered. This workshop is free and scheduled in several locations throughout the state annually. It may also be taken for university course credit.

Moving On -- A 2 ½ hour introductory workshop for parents and professionals interested in learning about the area of transitional planning for students with disabilities. This workshop is offered upon request. Persons to contact for additional information are listed below.

Susan McAlonan, Senior Consultant
Colorado Department of Education
201 East Colfax, Room 300
Denver, CO 80203 (303)866-6694

Barbara Palmer
Project Coordinator
7759 Lee Street
Arvada, CO 80005 (303)421-6706

Colorado State University
School of Occupational and Educational Studies - Special Populations

Purpose: Provides inservice and preservice training to vocational special needs personnel and other interested parties in the areas of assessment, transitions, and vocational programs for special populations. Also offers resource materials describing vocational special needs programs and curriculums.

Address: Nancy Hartley/Jean Lehmann
Education Building, Colorado State University
Fort Collins, CO 80523
(303)491-5169

Department of Occupational Therapy - Transition Services

Purpose: Provides supported employment services to persons with significant disabilities. Involves vocational needs assessment, job development, on-the-job training, on-going support and advocacy. The publication, Transition Planning, may be obtained from this service.

Address: Pat Sample / Cathy Schelly / Karen Spencer
303 Occupational Therapy Bldg., Colorado State University
Fort Collins, CO 80523
(303)491-5930

Northeast Colorado Parent Center

Purpose: Provides support to families whose children have special needs and to serve as a resource to professionals working with these families. Specific services include: workshops, inservices, assistance during staffings, and a lending library.

Address: Romie Grebenc, Director
4812 South College Avenue
Fort Collins, CO 80525
(303)229-0224

Parent Education & Assistance for Kids

Purpose: Colorado's parent training and information center serving families of children with disabilities throughout the state provides workshops, resources, publications and individual assistance. Training workshops cover transitions and supported employment.

Address: PEAK Parent Center
6055 Lehman Drive, Suite 101
Colorado Springs, CO 80918
(719)531-9400 or 1-800-426-2466 X423

Rocky Mountain Resource & Training Institute (RMRTI)

Purpose: Provides technical assistance and training in the areas of supported employment, job coaching, and non-aversive behavior management. The two services listed below, CATRIC and DIRS, are projects of this agency.

Address: 6355 Ward Road, Suite 310
Arvada, CO 80004
(303)420-2942

The Colorado Assistance Technology Resource Information Center (CATRIC)

Purpose: A statewide assistive technology information and referral service which operates an equipment loan bank and has a network of service providers offering training.

Phone: 1-800-444-5669

Disability Information and Referral Service (DIRS)

Purpose: A free, statewide information and referral service. More than 2,000 agencies and services are listed.

Phone: 1-800-255-3477 (outside metro)
420-2942 (within metro area)

University of Northern Colorado
Center for Technical Assistance and Training (CTAT)

Purpose: Provides training about supported employment to direct service workers. Offers consultation services, on-site visits, and access to resource materials. Addresses issues surrounding community and work integration of individuals with disabilities.

Address: Cary Griffin
UNC/CTAT, McKee Hall
Greeley, CO 80639
351-1353

COMMUNITY AGENCY RESOURCES

The agencies listed below are those most frequently contacted to assist students transitioning from their vocational programs into the world of work. Most of the agencies have offices throughout the state. The addresses and telephone numbers of the central offices are provided. These offices can provide information about the location of the office nearest to you. More information about these agencies can be found in the *Work Experience Resource Manual*.

Colorado Division for Developmental Disabilities (DDD)
and the Community-Centered Board System (CCB)
3824 West Princeton Circle
Denver, CO 80236
303/762-4550

Purpose: State agency responsible for services for people who are developmentally disabled.

Eligibility: Based on presence of a developmental disability that appears before age 22.

Can be the result of mental retardation, cerebral palsy, epilepsy, autism or other conditions.

Services: Offered through organizations designated as CCB's throughout the state

Case management
Infant/family programs
Adult vocational services
Residential services

Colorado Division of Mental Health
3520 West Oxford Avenue
Denver, CO 80236
303/762-4088

Purpose: State agency serving persons with mental health needs through 17 mental health centers and clinics throughout the state.

Eligibility: Presence of major psychiatric diagnosis of chronic mental illness or psychiatric emergency.

Services: In-patient hospital services
Crisis and emergency services
Consultation and educational services
Therapy services

Medication and prescription monitoring

Colorado Rehabilitation Services (CRS)
1575 Sherman Street
Denver, CO 80203
303/866-4388

Purpose: State agency responsible for assisting persons with disabilities to become gainfully employed.

Eligibility: Presence of a physical or mental disability which creates a substantial handicap to employment.

Reasonable expectation exists that the person will become employable as a result of services.

Services: Assessments and evaluations to determine eligibility and nature and scope of services needed.
Counseling
Vocational and other training services
Job placement
On-the-job training
Rehabilitation engineering
Other supports necessary to obtain and maintain employment

Job Training Partnership Act (JTPA) and
Governor's Job Training Office
1391 North Speer Boulevard, Suite 440
Denver, CO 80204
303/620-4400

Purpose: JTPA provides disadvantaged and dislocated workers with the skills they need to obtain regular self-supporting employment. The Governor's Job Training Office is responsible for state administration of this program.

Eligibility: Based on economic need; financial considerations can be waived for some persons, such as those with disabilities.

Services: On-the-job training
Job placement
Job search
Work Experience
Vocational counseling

Job exploration
Vocational classroom instruction

Important information: JTPA services are delivered regionally. Each area is governed by a Private Industry Council (PIC) made up of local community business and service provider members.

Social Security Administration
(For SSI Benefits)
1845 Sherman Street
Denver, CO 80203
1/800/234-5772

Purpose: Provides supplemental income to persons with significant disabilities who are not working or are unable to generate an adequate income through employment.

Eligibility: For Supplemental Security Income (SSI):

Must meet income and/or resource criteria.

18 or older: a physical or mental disability that is expected to keep you from substantial gainful activity for at least 12 months.

Under 18: a disability that is severe as one that would keep an adult from substantial gainful activity for at least 12 months.

Blind: vision no better than 20/200 or limited visual field of 20 degrees or less in the better eye with glasses.

Services: Supplemental income
Medical benefits through Medicaid
Assistance for filing for services
Plan for Achieving Self-Support program (PASS)

CURRICULUM RESOURCES

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Crambioli, John. (1990, Fall). Integrating low functioning students. NAVESNP Newsnotes, the Newsletter of the National Association of Vocational Education Special Needs Personnel, No. 1.

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Employment portfolio. (1985). Aurora Public Schools.

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Hand book: Implementation of transition skills for disadvantaged youth. (1981). Pennsylvania State University.

Hand book: Work experience disadvantaged programs. (1981). Minnesota Curriculum Service Center.

Handel & Angeles. Real life employment skills. Scholastic Book Services.

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Nash, Margaret A. (1990, June). Improving their chances: A handbook for designing and implementing programs for at-risk youth. Madison, WI: Vocational Studies Center, University of Wisconsin-Madison, School of Education, 1025 West Johnson Street, Madison, WI 53706.

Natriello, Gary. (1989, April). Do we know what employers want in entry-level workers? NCEE Brief, National Center on Education and Employment. No. 2.

Parrish, L., & Kok. (1985). Procedures handbook for special needs work-study coordinators. Aspen Publications.

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Weber, James M., Puleo, Nancy, and Kurth, Paula. (1989, Winter). A look at basic academic skills reinforcement/enhancement efforts in secondary vocational classrooms. Journal of Vocational Education Research. No. 1.

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Materials available for loan from
Occupational Special Needs
School of Occupational and Educational Studies
Colorado State University
Fort Collins, CO 80523

Contact: Jean Lehmann
303/491-5169

Doris Adams (1)
Mountain Valley School
P.O. Box 127
Saguache, CO 81149

Elmer Ammons (2)
Palmer High School
301 North Nevada Avenue
Colorado Springs, CO 80903

Rick Arthur (2)
Fred N. Thomas Career Ed Ctr
2650 Eliot
Denver, CO 80211

Elwyn Ashford (2)
Thomas Jefferson High School
3950 South Holly Street
Denver, CO 80237

Ruby Bailey (1)
Standley Lake High School
9300 West 104th Avenue
Broomfield, CO 80020

Sue Barden (2)
Montbello J.S.H.S.
5000 Crown Boulevard
Denver, CO 80239

Paula Barnak (1)
McClain Community High School
Jefferson Cnty Public School
2001 Hoyt
Lakewood, CO 80715

Orville C. Beard (1)
Harrison High School
2755 Janitell Road
Colorado Springs, CO 80906

Tom Becker (1)
Trinidad High School
816 West Street
Trinidad, CO 81082

Glenn Bell (1)
Sierra High School
2250 Jetwing Drive
Colorado Springs, CO 80916

Mary Blake (2)
Aurora Central High School
1050 Newark Street
Aurora, CO 80010

Kathleen Brady (2)
George Washington High School
655 South Monaco Parkway
Denver, CO 80222

Ralph Bress (1)
Thornton High School
9451 North Washington
Thornton, CO 80229

Jody Brothers ( )
Smoky Hill High School
16100 East Smoky Hill
Aurora, CO 80015

Donna Brovsky (2)
Thornton High School
9451 North Washington
Thornton, CO 80229

John L. Browder (2)
Gateway High school
1300 South Sable
Aurora, CO 80012

Sharron Caresella (2)
Emily Griffith Opp School
1250 Welton
Denver, CO 80204

Frank Carricato (2)
Mitchell High School
1205 Potter Drive
Colorado Springs, CO 80909

Richard Carruthers (1)
Paonia High School
P.O. Box 49
Paonia, CO 81428

Richard Cartin (1)
McClain Community High
School
2001 Hoyt
Lakewood, CO 80715

Maggie Lou Chandler (2)
East High School
90 MacNeil Road
Pueblo, CO 81001

Michael Clark (1)
William Smith High School
10000 East 13th Avenue
Aurora, CO 80011

Mark W. Clarry (2)
Englewood High School
3800 South Logan Street
Englewood, CO 80110

Patricia Cluck (2)
Arvada West Sr. High School
11325 Allendale Drive
Arvada, CO 80004

Thomas Cody (2)
Central High School
216 East Orman Avenue
Pueblo, CO 81004

Resource

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Mindee Cozzetta (2)
South High School
1801 Hollywood Drive
Pueblo, CO 81005

Janet Cozzi ( )
Cherry Creek High School
9200 East Union
Englewood, CO 80111

Judy Croy (1)
Arvada High School
7951 West 65th Avenue
Arvada, CO 80004

Kathy M. Daly (2)
Manual High School
1700 East 28th Avenue
Denver, CO 80205

John DeLuca (2)
Greeley West High School
2401 South 35th Avenue
Greeley, CO 80631

Jim Dent (1)
Jefferson Senior High School
2305 Pierce Street
Edgewater, CO 80214

Myrna Dodgion (1)
Monte Vista High School
1444 Huxley
Monte Vista, CO 81144

Roger Drake (2)
Career Enrichment Park
7300 Lovell Boulevard
Westminster, CO 8030

Elaine Dudden (1)
17017 Golden Hills Road
Golden, CO 80401

Elmer C. Dudden (1)
Lookout Mountain School
24th and Jackson
Golden, CO 80401

Delaine Dunn (1)
Platte Canyon School
P.O. Box 295
Bailey, CO 80421

Russ Eacker (2)
Coronado High School
1590 West Fillmore Street
Colorado Springs, CO 80904

Jonnie Eastin (2)
Greeley West High School
2401 South 35th Avenue
Greeley, CO 80631

Nancy Elia (2)
North High School
2960 North Speer Boulevard
Denver, CO 80211

Wanetta Elliott (1)
West High School
2401 35th Avenue
Greeley, CO 80631

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USAF Academy 80840

Ron Glandt (1)
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Lakewood, CO 80715

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Littleton, CO 80120

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Trinidad High School
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Trinidad, CO 81082

Robert Hamm (1)
Centennial High School
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Pueblo, CO 81008

Barbara J. Harris (2)
Golden High School
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Golden, CO 80401

Dixie Hartzog-Jones ( )
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216 East Orman Avenue
Pueblo, CO 81004

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Denver, CO 80218

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Manual High School
1700 East 28th Avenue
Denver, CO 80205

Terry Hensley (2)
Alameda High School
1255 South Wadsworth
Denver, CO 80226

Randy Hoge (1)
Palmer High School
301 North Nevada Avenue
Colorado Springs, CO 80902

Andrew Horiuchi (2)
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1900 Downing Street
Denver, CO 80218

Steve Howard (2)
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Arvada, CO 80004

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Fort Lupton, CO 80621

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Commerce City, CO 80022

Doug Johnson (2)
Coronado High School
1590 West Fillmore Street
Colorado Springs, CO 80904

Kathleen Kincaid (2)
Greeley West High School
2401 South 35th Avenue
Greeley, CO 80631

Lavrence King (2)
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1313 College
Canon City, CO 81212

Thomas Kirby,
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Arvada, CO 80004

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Lakewood, CO 80226

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Fort Collins, CO 80521

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Longmont, CO 80501

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Colorado Springs, CO 80911

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216 East Orman Avenue
Pueblo, CO 81004

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Denver, CO 80205

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